



KOMMENTARE

für das Studium im

Wintersemester 2011/12

Geschäftsführung:

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Zimmer PT 3.2.48

Sekretariat:

Marion Post
Zimmer PT 3.2.49

Studienberatung:

Studienplanung/-organisation, Eignungstest, etc.
Englische Sprachwissenschaft
Englische Literatur- und Kulturwissenschaft
Studieneinheit Großbritannienstudien
Amerikanistik/American Studies
Studieneinheiten "Nordamerikastudien"
Fachdidaktik Englisch (nicht vertieft)
Fachdidaktik Englisch (vertieft)
Sprachpraxis

Wesslerle, Mödl
Kautzsch, N.N.
Palitzsch, Boehm
Palitzsch, Boehm
Gessner, Balestrini
Balestrini
Aßbeck
Karg
Kohen, Waller, Uppendahl

Sprechstunden Wintersemester 2011/12

Name	Sprech-zeit	Raum PT	Tel.: 943-
ARRINGTON, Doris-Gudrun	Mi 14-16	3.2.43	3463
A8BECK, Akad. Dir. Dr. Johann	Fr 10-12	3.2.46	3488
BALESTRINI, Akad. Rätin PD Dr. Nassim	Mi 13-14 + Fr 11-12	3.2.85	3509
BAURIDL, Dr. Birgit	Do 10-12	3.2.83	3507
BIERMEIER, Dr. Thomas	Kontakt: thomas.biermeier@web.de		
BOEHM, Dr. Katharina	Mi 14-16	3.2.59	3499
BRUNNER, Thomas	Di 17-19	3.2.79	3503
BUSCHFELD, Sarah	Di 11-13	3.2.81	3505
CAVANNA, Augustus	Di 12-14	3.2.87	3511
DECKER, Martin	Mo 13-14	3.2.60	3500
DEPKAT, Prof. Dr. Volker	Di 14-15 + Mi 10-11	3.2.71	3476
DITTMANN, Dr. Joo-Young	Mo 16-18	3.2.60	3500
DUNPHY, Dr. Graeme	Di 12-14	3.2.58	3498
FACKLER, Katharina	Mi 14-16	3.2.88	1809
FISCHER, Prof. Dr. Roswitha	Di u. Mi 12-13	3.2.68	3473
FRITZE, Martin	nach Veranstaltung		
GARCÍA, Francisco	Fr 12-13	3.2.46	
GEBAUER, Dr. Amy	Mi 10-12	3.3.88	3429
GESSNER, Dr. Ingrid	n. Vereinb.	3.2.70	3475
HEBEL, Prof. Dr. Udo	Di 16-17:30	3.2.73	3478
HERFELD, Dr. Dorith	Di 12-13 + Fr 12-13	3.2.43	3463
HIRMER, Karin	nach Veranstaltung		
HILL, Sophie	Mi 10-12	3.2.50	3469
HOFSTÄTTER, Veronika	Do 10.30-12	3.2.70	3475
KALINOWSKI, Fiona	nach Veranstaltung		
KARG, Prof. Dr. Jakob	Do 10-11	3.2.61	3501
KAUTZSCH, Dr. Alexander	Di 11-13	3.2.69	3474
KOCH, Walter	nach Veranstaltung		

Name	Sprech-zeit	Raum PT	Tel.: 943-
KOHEN, Jamie	Di 13-14, Mi 11-12	3.2.50	3469
LEIKAM, Susanne	Mi 11-13	3.2.70	3475
LENZ, Akad. Dir. Dr. Peter	Mi 12.30-14	3.2.44	3506
MIETHANER, Dr. Ulrich	Kontakt: umiethaner@yahoo.de		
MCINTOSH-SCHNEIDER, Julia	Mo 16-18	3.2.57	3497
MÖDL, Gabriele	Mo-Do 10-12:30	3.2.62	3667
MORETH-HEBEL, Christine	Kontakt: ch.moreth-hebel@web.de		
NEULAND, Tina	Do 14-15	3.2.82	3502
PALITZSCH, Francesca	Mi 14-17	3.2.63	3870
PANKRATZ, Michaela	Fr 12.30-14	3.2.55	3046
PESOLD, Ulrike	Fr 10-11	3.2.43	3463
PETZOLD, Prof. Dr. Jochen	Di 16:15-18	3.2.45	2486
REGNAT, Josef	nach Verantst.	josef.regnat@t-online.de	
SCHLEBURG, Dr. Florian	Di 14-15	3.2.82	3502
SCHNEIDER, Prof. Dr. Edgar W.	s. Aushang	3.2.65	3470
SIEBERS, Dr. Lucia	n. Vereinbarung		
STELTER, Dr. Julia	Do 14-15	3.2.55	3046
SZLEZÁK, Klara-Stephanie	Do 10.30-12	3.2.70	3475
THOMICZNY, Diana	nach Veranstaltung		
THURSTON, Naomi	Mi 15-17	3.3.88	3429
UPPENDAHL, Steve	Di 12-14	3.2.88	1809
WALLER, Peter	Di 15-17	3.2.60	3500
WASMEIER, Margaret	Di 11-13	3.2.43	3463
WEE, Prof. Dr. Lionel	Kontakt über: PT 3.2.66		
WESSERLE, Brigitte	Mo-Do 10-12:30	3.2.62	3667
ZWIERLEIN, Prof. Dr. Anne-Julia	Di 12:30-14	3.2.48	3467

e-mail i.d.R. nach folgendem Schema: vorname.nachname@sprachlit.uni-regensburg.de

Inhaltsverzeichnis

A. Allgemeines.....	4
1. Studienplanung	4
1.1 Studienanfänger: Informationsveranstaltungen	4
1.2 Struktur des Studiums	4
1.2.1 Prüfungsordnungen u. Pflichtleistungen	4
1.2.2 Neue Studienordnungen seit WS 08/09 (LPO und BPO)	4
1.2.3 Neuerungen in der Modulordnung seit SS 2010.....	5
1.2.4 Modularisierung und Leistungspunkte (LP) / Credit Points (CP)	6
1.3 Tabellen der Pflichtleistungen & Wegweiser	7
1.4 Bekanntmachungen, Informationsveranstaltungen & Newsletter.....	7
2. Wichtige Termine u. Fristen	7
2.1 Bewerber und Studienanfänger	7
2.1.1 B.A. und Lehramt: Eignungsfeststellungsverfahren (EFV)	7
2.1.2 Master-Studiengänge.....	8
2.2 Online-Kursanmeldung (RKS).....	8
2.3 FlexNow-Anmeldung	9
2.4 Prüfung Grundwissen & Zwischenprüfung	9
B. Lehrveranstaltungen.....	10
Englische Sprachwissenschaft.....	10
Anglistik	18
Amerikanistik /American Studies	28
Nicht gestufte Übungen.....	38
Sprachpraxis.....	39
Fachdidaktik	45
C. Für Interessierte	52
RUPs, too	52
Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek.....	52
Exkursion nach Irland (Vorankündigung)	52

URL der Homepage des Instituts für Anglistik und Amerikanistik:
www-deas.uni-regensburg.de

Bitte beachten: die Informationen zur Studienplanung und zu den Pflichtleistungen wurden mit großer Sorgfalt zusammengestellt. Rechtliche Verbindlichkeit hat jedoch lediglich der Originaltext der betreffenden Prüfungs- und Studienordnung. Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen.

Stand der Drucklegung: 26. Juli 2011

A. Allgemeines

1. Studienplanung

1.1 Studienanfänger: Informationsveranstaltungen

B.A.-Studiengänge & Lehramt: in der Woche vor Vorlesungsbeginn; genaue Termine: s. Homepage der Zentralen Studienberatung <www.uni-regensburg.de/studienberatung/>
Masterstudiengänge: Di, 11.10.2011, 18st, ZH 6

1.2 Struktur des Studiums

1.2.1 Prüfungsordnungen u. Pflichtleistungen

Erfolgreiches Studieren erfordert eine frühe und umfassende **Studienplanung**. Dies setzt die Vertrautheit mit den formalen und prüfungstechnischen Rahmenbedingungen des jeweiligen Studienganges voraus. **Studien- und Prüfungsordnungen** für die verschiedenen Studiengänge sind im Internet verfügbar (www.uni-r.de >> „Studium“ >> „Prüfungs- und Studienordnungen“). Das genaue Studium der Prüfungsordnungen wird im Interesse eines geordneten Studienverlaufs dringend empfohlen! Auch ist es ratsam, grundsätzlich und insbesondere bei Unsicherheiten sowohl die allgemeine als auch eine fachspezifische **Studienberatung** in Anspruch zu nehmen.

Allgemeine einführende Hinweise für das Studium der Anglistik und Amerikanistik finden sich auf der Homepage (URL: s. Seite 3 unten) unter „Studium“.

1.2.2 Neue Studienordnungen seit WS 08/09 (LPO und BPO)

Zum Wintersemester 2008/09 sind sowohl für die Lehramtsstudiengänge als auch für B.A.-Studiengänge neue Prüfungsordnungen in Kraft getreten. Diese neuen Ordnungen gelten für alle, die sich ab WS 08/09 an der Universität Regensburg immatrikulieren bzw. umschreiben.

Studierende, die schon vor WS 08/09 hier für den gewählten Studiengang immatrikuliert waren, bleiben von den Veränderungen unberührt, es ändert sich lediglich bei manchen Kursen die Struktur und/oder die Bezeichnung (siehe Übersichtstabellen).

Außerdem werden die einige bisherige Kurstypen nur noch mittelfristig angeboten, bitte beachten Sie dies unbedingt bei Ihrer Studienplanung:

- **GLC V** wird noch bis einschl. WS 2012/13 regulär angeboten, und bei Bedarf letztmalig im WS 2013/14.
- Die bisherigen Kurse im **Basismodul Kulturwissenschaft** („Introduction to British and Irish Studies“, „Contemporary British and Irish Cultures“, und „Contemporary American Cultures“) werden nur noch eine begrenzte Zeit angeboten, siehe im Einzelnen die Hinweise unter Punkt 1.2.3.

Die Verteilung der Leistungspunkte bleibt für die „alten“ Studiengänge unverändert (vgl. Tabellen), und unterscheidet sich somit z.T. von der Verteilung für die neuen Studiengänge. Es ist also wichtig, dass Sie Ihre Kursleiter darauf hinweisen, unter welcher Studienordnung Sie studieren, damit Sie die richtige Anzahl an Leistungspunkten erteilt bekommen.

1.2.3 Neuerungen in der Modulordnung seit SS 2010

Im Sommer 2010 wurden einige Änderungen an den neuen Modulordnungen vorgenommen (B.A. und Lehramt), um die Studierbarkeit zu verbessern und die Studierfreundlichkeit zu erhöhen. Einige der Änderungen betreffen nur Studierende, die ab WS 2010/11 das Studium aufgenommen haben, andere wiederum können rückwirkend in Kraft treten und betreffen somit alle Studierenden, die das Studium ab WS 08/09 aufgenommen haben.

Eine umfassende Aufstellung der Änderungen im Einzelnen fand sich im KVV des WS 2010/11 und kann auch weiterhin über die Homepage des Instituts eingesehen werden (Studium → Vorlesungsverzeichnisse & Kommentare / oder: Studium → Studienaufbau).

Da im Rahmen der Umstrukturierungen auch das **Basismodul Kulturwissenschaft** betroffen war/ist, hat dies zur Folge, dass einige der Kurse, die für **Studierende, die zw. WS 08/09 und SS 2010 das Studium aufgenommen haben** verpflichtend sind, mittelfristig nicht mehr angeboten bzw. durch neue Kurstypen ersetzt werden.

BITTE BEACHTEN SIE DIES UNBEDINGT BEI IHRER STUDIENPLANUNG!

- a) Wenn Sie die beiden dreistündigen Einführungskurse der British Studies bzw. der American Studies (jew. Kombination aus Vorlesung und Seminar) bereits erfolgreich abgeschlossen haben, aber noch nicht einen oder beide der Contemporary-Cultures-Kurse, so können Sie letztere nach wie vor regulär besuchen und abschließen.
- **British and Irish Contemporary Cultures** wird noch bis einschl. **SS 2012** angeboten (bei Bedarf letztmalig noch im SS 2013)
 - **American Contemporary Cultures** wird noch bis einschl. **WS 2011/12** angeboten (bei Bedarf letztmalig noch im SS 2012)
- b) Wenn Sie noch *keinen der anglistischen Kurse* besucht oder bestanden haben, so haben Sie vorübergehend noch die Möglichkeit, den Einführungskurs in der bisherigen Form (2sws Vorlesung + 1sws Seminar) zu besuchen, siehe S. 21, sowie im Anschluß daran British and Irish Contemporary Cultures.
- **Introduction to British and Irish Studies** (bisherige 3-stündige Form) wird noch bis einschl. dieses **WS 2011/12** regulär angeboten (bei Bedarf letztmalig noch im WS 2012/13)
→ Achtung: die RKS-Anmeldung für diesen Kurs findet im Anmeldezeitraum 1 statt (Februar), da dieser Kurstyp in dieser Form für die neuen Erstsemester nicht mehr zutrifft.
- c) Wenn Sie noch *keinen der amerikanistischen Kurse* besucht oder bestanden haben, so müssen Sie die beiden bisherigen Kurse (3sws Intro. Amst + 1sws Contemporary Am. Cultures) durch die beiden **neuen Kurse** (1sws VL + 3sws Seminar Am. Cult. History) ersetzen. Siehe auch Anmerkungen zur Verwendbarkeit bei den jeweiligen Kurstypen.
- d) Wenn Sie das Basismodul Kulturwissenschaft bereits abgeschlossen haben, so werden Sie durch die Änderungen nicht tangiert.

1.2.4 Modularisierung und Leistungspunkte (LP) / Credit Points (CP)

Beim modularisierten Studienmodell werden Leistungspunkte gesammelt, die Auskunft über die mit einer Veranstaltung verbundene Arbeitslast geben.

Die Verteilung von Leistungspunkten auf die einzelnen Veranstaltungen und Module können Sie Ihrem entsprechenden Modulkatalog entnehmen.

	Kurstyp	LP (alt)*	LP (neu)*
Vorlesungen	1 SWS, mit Leistungsnachweis	3 / 4 *	1
	2 SWS, mit Leistungsnachweis	8	4 / 2*
Sprachpraxis	GLC I	2	--
	GLC II (GLC A), Übersetzung/Sprachmittlung	4	3
	GLC III (GLC B)	6	4
	Composition	3	3
	GLC IV (GLC C) / GLC V	8	4
	Writing BA, Presentation, Academic Writing (BA / Lehramt), Grammar, Language Analysis	--	3
Linguistik / Literaturwiss. / Kulturwiss.	Einführungskurse (Linguistik / Literatur)	4	4
	Proseminare	7	4
	Einführungskurse British / American Studies (3sWS)	6	4
	Contemporary British / American Cultures	--	1
	British and Irish Cultures, Seminar	--	3
	American Cultural History, Seminar	--	4
	Review Literature (English/American)	--	1
	Text Analysis	--	2
	Altengl./Mittelengl. Sprache u. Kultur	8	4
	Cultural Studies Advanced	8	5
	Hauptseminare	10	7
Fachdidaktik	Einführungskurse, Seminare, Theorie & Praxis	--	3
	Proseminare / Oberkurse	--	4
	Zentrale Aspekte	--	2
	Studienbegleitendes fachdidaktisches Praktikum + zugehöriger Begleitkurs (im freien Bereich)		5
Grundwissen	Prüfung Grundwissen Fachwissenschaft	11	--

*: je nach Auflistung im Modulkatalog.

Tab. 1: Verteilung der Leistungspunkte auf die Kurstypen

1.3 Tabellen der Pflichtleistungen & Wegweiser

Bitte beachten:

Ab diesem Semester werden die Pflichtleistungsübersichten für die jeweiligen Studiengänge und Prüfungsordnungsversionen, sowie einige weitere Details, nicht mehr im Einzelnen hier aufgeführt.

Statt des umfangreichen Abdruckes wiederkehrender und aufgrund ihrer Fülle ggf. auch verwirrender Informationen jedes Semester im KVV wird es einen separaten „**Wegweiser für das Studium**“ geben, welcher eine kompakte Zusammenstellung vieler wichtiger studienrelevanter Informationen beinhalten wird, und Ihnen somit helfen soll, Ihren Weg durch das Studium effektiv zu planen und zu gestalten. Dieser „Wegweiser“ wird demnächst über die **Institutshomepage** erhältlich sein (und wird entsprechend per Newsletter angekündigt).

Weiterhin können Sie natürlich die jeweils gültigen Aufstellungen der Pflichtleistungen (abhängig von Studiengang und Studienbeginn) über die Ihnen bereits vorliegenden Kommentare des SS 2011, sowie jederzeit über die Homepage des Instituts (Studium >> Studienaufbau) abrufen.

Der im KVV integrierte Info-Teil konzentriert sich fortan v.a. auf Informationen, die sich von Semester zu Semester ändern (**Fristen, Termine, Anmeldungen**), auf **spezielle Neuerungen** in Modul-/Studienordnungen oder Kursverwendbarkeit, sowie auf ein paar grundlegende **Basisinformationen**.

1.4 Bekanntmachungen, Informationsveranstaltungen & Newsletter

Sämtliche Bekanntmachungen werden im 2. Stock des Philosophikums im Bereich des Instituts für Anglistik und Amerikanistik an den entsprechenden Stellen **ausgehängt** sowie auf der **Homepage des Instituts** veröffentlicht (www-deas.uni-regensburg.de), und per Newsletter versandt. Weitere Hinweise zum **Newsletter** siehe <http://www-deas.uni-regensburg.de/studium/links/>.

Wie bereits in vergangenen Semestern wird es auch in dieses Semester wieder diverse **Informationsveranstaltungen** für die Planung des Studiums geben, beachten Sie hierzu bitte die aktuellen Aushänge und Ankündigungen per Newsletter.

Außerdem wird es in Kürze einen kompakten „**Wegweiser für das Studium am Institut für Anglistik und Amerikanistik**“ geben; weitere Informationen hierzu finden Sie unter Punkt 1.2.6 (S. 7).

2. Wichtige Termine u. Fristen

2.1 Bewerber und Studienanfänger

2.1.1 B.A. und Lehramt: Eignungsfeststellungsverfahren (EFV)

Für alle Studienanfänger der Bachelorstudiengänge Anglistik, Amerikanistik und Englische Sprachwissenschaft sowie für Lehramt Englisch wird an unserem Institut ein **Eignungsfeststellungsverfahren (EFV)** inkl. schriftlichem Eignungstest durchgeführt. Weitere Informationen (Anmeldefrist, Anmeldeformular, Termin des Tests, Inhalt und Vorbereitungsmöglichkeiten sowie Modalitäten der Zulassung) finden Sie auf unserer **Homepage**:

www-deas.uni-regensburg.de/studium/studieninteressenten.

2.1.2 Master-Studiengänge

Am Institut für Anglistik und Amerikanistik werden Master-Studiengänge in den Fächern **Amerikanistik** (*American Studies*), **Britische Literatur- und Kulturwissenschaft** (*British Studies*) und **Englische Linguistik** (*English Linguistics*) sowie **Europäisch-Amerikanische Studien** (*European-American Studies*) angeboten. Weitere Informationen zur Bewerbung, sowie zum Aufbau und Inhalten der Master-Studiengänge finden Sie auf der Homepage des Instituts für Anglistik und Amerikanistik: <www-deas.uni-regensburg.de/studium/studieninteressenten>.

2.2 Online-Kursanmeldung (RKS)

Für alle anmeldungspflichtigen Kurse findet die allgemeine Anmeldung über RKS statt.

Bei der Einführungsveranstaltung für Erstsemester (s. Punkt 1.1) wird das System ausführlich erklärt, und auch darüber informiert, welche Kurse Sie im ersten Semester benötigen. Bei Fragen können Sie sich gerne an Frau Wesslerle od. Frau Mödl (PT 3.2.62) wenden.

Die **Zugangssseite** zur Online-Anmeldung finden Sie im Internet unter der Adresse:

→ <<http://www-deas.uni-regensburg.de/studium/kursanmeldung/rks/>>

Anmeldefristen:

→ **Di, 11.10.2011, 16 Uhr – Do, 13.10.2011, 16 Uhr:** f. alle **erstsemester**-relevanten Kurse

- | | |
|-------------------------------------|---|
| - GLC A | - Introduction to Engl. and Am. Literary Studies |
| - Introduction to Engl. Linguistics | - British / American Cultural Studies Basisseminare |
| - Master-Eingangsseminare | |

→ **Mo, 08.08.2011, 14 Uhr – Mo, 29.08.2011, 10 Uhr:** für alle anderen Kurstypen

(GLC B, C, V; Composition; Sprachmittlung; Pronunciation Exercises; Proseminare, Seminare, Hauptseminare, Mittel-/Altenglisch, Cultural Studies Adv., Fachdidaktik, Examenskurse)

Achtung: auch die Anmeldung zum 3-stündigen Intro. British/Irish Studies („bisheriger Modus“) findet im Anmeldezeitraum August statt, da dieser Kurstyp für die neuen Erstsemester nicht relevant ist!

Ca. 1 Woche vor Beginn des Anmeldezeitraums können Sie das Kursangebot über RKS einsehen.

Nach wie vor gelten **folgende Regelungen:**

- Studierende, die einen Kurstyp nicht belegen konnten, obwohl ihre Studiensituation dies erfordert, werden gebeten, sich bei der Geschäftsführung zu melden, da die Kursleiter nicht befugt sind, die festgelegten Obergrenzen für die Kursstärken eigenmächtig abzuändern. Die Geschäftsführung bestimmt dann das weitere Verfahren.
- Wer trotz Zuteilung eines Listenplatzes zur ersten Sitzung unentschuldigt fehlt, wird aus der Teilnehmerliste gestrichen, so dass Wartelistenkandidaten nachrücken können.

Auch das Institut wird sich die Sachlage regelmäßig ansehen, und bei Bedarf und soweit Mittel zur Verfügung stehen eventuell Umschichtungen im Kursprogramm vornehmen (z.B. Schaffung von Zusatzkursen, bzw. Streichung von nur sehr gering nachgefragten Kurstypen oder Umwandlung in andere Kurstypen). Dies ist ein weiterer Grund, nicht bis zur letzten Minute mit der Anmeldung zu warten (die Erstabschätzung des Bedarfs wird vorauss. am 16./17.8. stattfinden, also am Ende der ersten Anmeldewoche; darauf basierend können ggf. Zusatzkurse geschaffen oder unterbelegte Kurse gestrichen werden. Sie sollten sich also bis dahin zumindest für Ihre gewünschten Kurstypen angemeldet haben; eine An-/Ab-/Ummeldung ist selbstverständlich für Sie während des gesamten Anmeldezeitraums möglich).

Weitere wichtige Informationen und eine Schritt-für-Schritt-Anleitung finden sich auf unserer **Institutshomepage** (www-deas.uni-r.de >> Studium >> Kursanmeldung).

2.3 FlexNow-Anmeldung

Alle Studierenden müssen sich für alle Kurse, in denen sie Leistungspunkte erwerben möchten, eigenständig über FlexNow anmelden.

Ausgenommen davon sind lediglich Studierende im Magisterstudiengang, sowie Lehramtsstudierende nach „alter“ LPO (Studienbeginn bis einschl. SoSe 2008) im Hauptstudium. Ebenso können sich ERASMUS-Studierende nicht über FlexNow anmelden.

→ **FlexNow-Anmeldefrist** für Kurse des WS 2011/12: **Mo, 7. Nov. 2011 – Fr, 27. Jan. 2012 !!**

Die **Anmeldefrist für Blockseminare** kann von der regulären Anmeldefrist abweichen. Hierzu werden Sie in der ersten Sitzung der Blockveranstaltung vom Kursleiter informiert.

Anmeldefrist zur **Ausspracheprüfung** (Pronunciation Exam): **Mo, 16. – Fr, 27. Jan. 2012** (Achtung: für diese Prüfung ist zusätzlich auch eine Anmeldung per Listeneintrag erforderlich; Genaueres dazu gibt es Anfang Januar in einer Rundmail).

Die Zugangsseite sowie eine Anleitung („Dokumentation“) finden Sie unter folgender Adresse: → www-verwaltung.uni-regensburg.de/flexnow.htm

Bitte beachten:

Es werden **keine Nachmeldungen** vorgenommen für Studierende, die den Anmeldezeitraum verpasst haben! Zur Prüfung zugelassen wird nur wer ordnungsgemäß in FlexNow angemeldet ist.

Warten Sie daher keinesfalls mit der Anmeldung auf den letzten Tag der Frist, sondern versuchen Sie unbedingt, sich gleich in der ersten Anmeldewoche einzuloggen, so dass eventuelle Probleme (Login-Probleme, TAN-Funktionalität, evtl. fehlende Kurse, falsche Leistungspunktangaben, Unklarheiten zu Prüfungsordnungen, etc.) rechtzeitig untersucht und behoben werden können! Die Ansprechpartner im Studienorganisationsbüro sind Ihnen dabei gerne behilflich.

2.4 Prüfung Grundwissen & Zwischenprüfung

(nur relevant bei Studium nach „alter“ Studienordnung, bei Studienbeginn bis einschl. SS 08)

a) Prüfung Grundwissen Fachwissenschaft

Zu der 30-minütigen **mündlichen Prüfung** müssen Sie sich sowohl über das Studienorganisationsbüro (PT 3.2.62) anmelden, als auch über FlexNow.

Prüfungstermin	1. Anmeldung im Studienbüro		2. Anmeldung über FlexNow
Feb. oder April	Anf. Januar	UND	Januar
Juli oder Oktober	Anf. Juni		Juni

Die genauen Anmeldetermine für Feb./April. werden *ab Mitte Dezember 2011* durch Aushang beim Studienbüro und im Internet bekanntgegeben.

b) Zwischenprüfung

Nicht zu verwechseln mit der Grundwissen-Prüfung. Die Anmeldung zur Zwischenprüfung (= Beantragung des **Zwischenprüfungszeugnisses**) im Prüfungsamt muss innerhalb der dort vorgegebenen Frist erfolgen (ca. 2.-3. Vorlesungswoche, siehe unbedingt → Homepage, bzw. aktuelle Aushänge am **Prüfungsamt!**); alles Weitere siehe ZPO.

B. Lehrveranstaltungen

Bekanntmachungen zu Änderungen des Veranstaltungsangebotes:

Auch nach Erscheinen der Druckversion der Kommentare können sich noch **Änderungen** ergeben, einerseits, da die Raumplanung oft erst in den ersten Vorlesungswochen abgeschlossen werden kann, andererseits, um das Kursangebot besser am tatsächlichen Bedarf ausrichten zu können.

- Änderung von Räumen / Terminen bestehender Kurse
- Zusatzkurse, oder Kurse, die aufgr. Teilnehmer-Mangels entfallen

→ **Informieren Sie sich regelmäßig** auf Homepage des Instituts, u. beachten Sie Aushänge am Eingang zum Institut (bzw. Studienorganisationsbüro).

Erläuterungen zur Modulzuordnung:

Beispiel: *ENGYM-M12.2(4)* und *AMST-M22.w(4)*

- ENGYM-M12 = Bezeichnung des Moduls (Basismodul Sprachwissenschaft, Lehramt Gymnasium)
- .2 = dieser Kurs kann als 2. Pflichtleistung des genannten Moduls eingebracht werden
- AMST-M22 = Vertiefungsmodul Literaturwissenschaft (BA Amerikanistik)
- .w = dieser Kurs kann im Wahlbereich des Moduls eingebracht werden
- (4) = dieser Kurs trägt 4 Leistungspunkte

Die **Modulbeschreibungen** können im Einzelnen über die Homepage des Instituts für Anglistik und Amerikanistik (URL siehe S. 3) unter „Studium“ eingesehen werden (Link zu den Modulbeschreibungen).

Unterrichtssprache:

Lehrveranstaltungen mit englischsprachigem Titel werden auf Englisch durchgeführt.

Englische Sprachwissenschaft

Thematische Vorlesungen

35 700 Theory and Method in Linguistics
2 st., Do 10-12, H 9

Fischer

ANG - M 12.w (8), ANG - M 13.2 (8), EAS-M32.1 / 2 / 3 (8), ELG - M 32.2 (8), ELG - M 33.2 / 3 (8), ENGS - M 22.w (4), ENGYM - M 22.w (4), ENGYM-M32C.1 (4), ENHS - M 22.w (4), ENLI - M 23.2 (4), ENLI - M 25.2 / 3 (4), ENLI - M 32.1 (4), ENRS - M 22.w (4)

For a research paper in linguistics, both a sound theory and a scientific method are absolutely essential. This lecture will present some of the theoretical frameworks used in the study of language, tracing their historical development and pointing out their strengths and weaknesses. The theories will be applied to case studies, which will then be assessed. Furthermore, we will consider methodological issues in language research. We will examine the ways in which theory and methodology are intertwined, and how theory can be tested by observation. The newly acquired knowledge will be applied by critically examining a selection of seminal linguistic research papers. Questions of style will also be considered. At the end of the lecture, students should have acquired a profound knowledge of the most important linguistic theories. They should be able to criticize and

evaluate the ways in which hypotheses are formulated and tested. They should also know which methods exist, and which to use for which topic and in which context. Last but not least, the lecture intends to help students conduct a linguistic research project on their own. The lecture also addresses those students who are writing or planning to write a thesis (BA, MA, Staatsexamen, Ph.D.) under my supervision. — Requirements for a *Schein*: Final exam; regular attendance is taken for granted. — Background reading:

Björk, Lennart & Christine Räisänen ²1997. *Academic writing. A university course*. Lund: Studentlitteratur.

Malmkjaer, Kirsten (ed.) ²2001. *The linguistics encyclopedia*. London: Routledge.

Wray, Alison & Aileen Bloomer ²2006. *Projects in linguistics. A practical guide to researching language*. London: Hodder Arnold.

Pflichtvorlesungen der Basismodule

35 702 The Structure of English

2 st., Di 08:30-10, H 2

Kautzsch

AMST - M 12.2 (4), BRST - M 12.2 (4), ENGS - M 12.2 (4), ENGYM - M 12.2 (4), ENHS - M 12.2 (4), ENLI - M 12.2 (4), ENRS - M 12.2 (4)

This lecture constitutes an obligatory component in the „Basismodul Sprachwissenschaft“, and it can only be chosen after having passed an “Introduction to English Linguistics” successfully. It is meant to provide a basic survey of the fundamental structural properties of the English language from a comparative, typological and historical perspective. As such, and together with the lecture “English in Use”, it also provides a systematic coverage of what the Bavarian “Kultusministerium” has established as the so-called “core curriculum” in English linguistics. The lecture will deepen and supplement some of the material you have learned in the “Introduction”. In particular, the following topics will be covered: The status of English in the modern world; structural properties of modern English on the levels of phonetics and phonology, lexis (characteristics of the English word stock; theories systematizing word meanings); morphology (word formation, inflection); and syntax (approaches, sentence constituents, phrases, clauses, word order); the historical evolution of the language (periodization and external history; lexical growth; major sound changes with present-day consequences; the history of English morphology; the emergence of modern English syntactic structures); present-day diffusion and varieties of English. — Prerequisites for admission: “Introduction to English Linguistics”. — Requirements for a *Schein*: regular attendance, final exam. No RKS-registration required.

35 703 English in Use

2 st., Di 10-12, H 2

Fischer

AMST - M 12.3 (4), BRST - M 12.3 (4), ENGS - M 12.3 (4), ENGYM - M 12.3 (4), ENHS - M 12.3 (4), ENLI - M 12.3 (4), ENRS - M 12.3 (4)

Together with the lecture “The Structure of English”, “English in Use” provides a systematic coverage of what the Bavarian “Kultusministerium” has established as the so-called “core curriculum” in English linguistics. It constitutes an obligatory component in the “Basismodul Sprachwissenschaft” and can only be chosen after having passed an “Introduction to English Linguistics” successfully, since it will deepen and supplement some of the material you have learned in the “Introduction”. The lecture will give a survey of language use in different settings and situations. The following topics will be dealt with: Pragmatics (speech acts, conversational principles and structures), text linguistics (types of cohesion, information structure, text typology), sociolinguistics (language variation, standard norms, language contact phenomena, language and culture), corpus linguistics (corpus composition and compilation, tools and techniques, the use of corpora in language studies and for pedagogical purposes), lexicography (with a focus on monolingual learner’s dictionaries), and language learning and teaching (language acquisition, English-German contrasts and translation theory). — Requirement for admission:

"Introduction to English Linguistics". – Requirements for a Schein: Final exam; regular attendance will be taken for granted. No RKS-registration required.

Einführungskurse

Introduction to English Linguistics, 3 st.

AMST - M 12.1 (4), ANG - M 04.1 (4), ANG - M 05.1 (4), BRST - M 12.1 (4), ENGS - M 12.1 (4), ENGYM - M 12.1 (4), ENHS - M 12.1 (4), ENLI - M 12.1 (4), ENRS - M 12.1 (4)

35 704	Mo 16-18, ZH 6; Di 18-19, ZH 5	Kautzsch
35 705	Mo 16-18, PT 1.0.2; Di 18-19, ZH 4	Schleburg
35 706	Mo 16-18, PT 2.0.3A; Di 18-19, W 116	Buschfeld
35 707	Di 19-20, W 116; Mi 8-10, ZH 4	Buschfeld
35 708	Di 19-20, ZH 4; Mi 8-10, ZH 5	Brunner
35 710	Mi 17-18, PHY 9.1.10; Do 18-20, ZH 6	Stelter
35 712	Do 17-18, W 112; Fr 8-10, W 116	Pankratz
35 713	Mo 8-9, Raum s. Aushang; Fr 8-10, W 112	Neuland
35 714	Mo 9-10, Raum s. Aushang; Fr 10-12, W 112	Neuland
35 715	Blockseminar (Feb. / Mrz. / April 2012)	Pankratz
35 711 _{ss}	Block: 29.8.-2.9. + 5.-6.9., je 9.30-15 + 13.9., 10-12, Raum s. Aushang	Stelter

This course is an introduction to the scientific study of the English language. After an initial discussion of the main properties of human languages that set them apart from animal communication, the first part of the course offers an overview of the main structural properties of the English language. These will include a description of the following linguistic levels: 1. Phonetics and phonology: i.e. the human speech sound inventory as well as the specific sounds used by the English language; 2. Morphology and word-formation: the analysis of meaningful units below the word level (such as plural -s in *cats*, *dogs* or *horses*) and the various ways of creating new words (e.g. the verb *to google* deriving from the name of the search engine *Google*); 3. Syntax: the structure of English sentences; and 4. Semantics and pragmatics: both dealing with different types of linguistic meaning. The second part of the course explores the variation displayed by speakers of present-day English on all of these linguistic levels due to factors such as their age, gender, regional and social background (Sociolinguistics), the effects of the main linguistic changes on all linguistic levels that have affected the English language since its "birth" in the 5th century (History of the English language), and finally the different approaches to linguistic analysis by the main schools of linguistics (Schools of Linguistics). – Requirements: regular attendance, final exam (the exact date will be announced in the first session). – Compulsory reading: Kortmann, Bernd. 2005. *English Linguistics. Essentials*. Berlin: Cornelsen. For the block seminars, you must have read this book before the seminar starts. — Registration: RKS for all regular semester-courses; for the block course 35711_{ss}: per e-mail with J. Stelter.

Proseminare

ANG - M 04.2 (7), ANG - M 05.2 (7), ENGS - M 22.w (4), ENGYM - M 22.1 (4), ENHS - M 22.w (4), ENLI - M 22.1 (4), ENLI - M 23.1 (4), ENLI - M 25.1 / 3 (4), ENRS - M 22.w (4)

35 716	Twentieth-century English 2 st., Mi 10-12, W 112	Brunner
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English grammar has undergone radical changes from medieval times to the present. Old English texts cannot be deciphered without extensive training, and even Shakespeare's convoluted sentences pose a major challenge to today's readers. As far as English in the twentieth century is concerned, though, changes in the grammatical system are not necessarily obvious. One might be tempted to suggest that diachronic change has come to a halt. In fact, however, it is now clear that English is far from monolithic. Even within the twentieth century, the standard varieties of English have been subject to major changes

and they are still changing today, not only in the fields of phonology and lexicology, but also in terms of syntax and inflectional morphology. A much-cited example is a marked increase in the use of the mandative subjunctive as in *he demands that the evidence be demolished* in British English (cf. LEECH et al. 2009: 51-61). Research into such phenomena tends to yield "statistical tendencies rather than firm rules" (MAIR 2002: 126), but since the advent of corpus linguistics even fine-grained differences no longer escape the linguist's attention. This course offers a critical view of recent linguistic change in the standard varieties of English. After an introduction to basic concepts of language change and corpus linguistics, salient areas of variation in English in the twentieth century will be explored and scrutinised by means of hands-on corpus analyses. Students will be required to participate in class discussions, complete weekly readings and assignments, give a concise presentation, and write a paper about a small-scale empirical study.

BAUER, Laurie. 1994. *Watching English Change. An Introduction to the Study of Linguistic Change in Standard Englishes in the Twentieth Century*. London and New York: Longman.

LEECH, Geoffrey, Marianne HUNDT, Christian MAIR and Nicholas SMITH. 2009. *Change in Contemporary English. A Grammatical Study*. Cambridge: Cambridge University Press.

MAIR, Christian. 2002. "Three changing patterns of verb complementation in Late Modern English: a real-time study based on matching text corpora." *English Language and Linguistics* 6: 105-31.

35 717 African American English 2 st., Mo 18-20, ZH 6

Miethaner

Teenagers all over the planet are being exposed to African American English (AAE), formerly known as Black English, through the medium of rap and house music. The prestige of this variety in the music scene becomes apparent in the dissemination of AAE terms to various languages. This development is surprising when we consider the fact that until half a century ago AAE was believed by most Americans to be 'broken language'. This seminar intends to outline the history of and current developments in AAE. Three main aspects will be focussed upon: 1, The synchronic status of AAE, i.e. its structural 'distance' to other varieties of American English. 2, The diachronic status of AAE, i.e. interpretative models of its genesis and development. 3, The educational, social and political implications of AAE. Parts of our analyses will be based on the *BLUR* (Blues Lyrics Collected at the University of Regensburg) corpus, a computerized collection of early blues texts. — To obtain a *Schein* you will be asked to give a presentation in class, to do a written test and to complete several reading/research assignments.

35 719 How English came to be what it is 2 st., Do 8-10

Neuland

Synchronic linguistics in the Saussurean tradition has been extremely successful in describing what a language system is like at any given point in time. As soon, however, as we start asking the eminently human question "why?", only a diachronic approach will satisfy our curiosity – as none knew better than de Saussure, who made lasting contributions to Comparative Historical Linguistics himself. English certainly has its full share of the variation, incongruities and linguistic fossils that provoke a quest for reasons. Featuring Anglo-Saxon charms and marauding Vikings, bone-dry sound laws and risqué stories, as well as that inmate of a British lunatic asylum who participated in the biggest lexicographical project of all times, our seminar will follow the fates of a coarse dialect that began "far out in the uncharted backwaters of the unfashionable end of the western Spiral arm of the Galaxy" only to develop into the world's first ever truly global language. — Requirements for a *Schein*: active participation, regular homework, final exam.

35 720 Language Acquisition 2 st., Mi 16-18, R 005

Wesslerle

Isn't it amazing to see how perfectly little children growing up somewhere in the English-speaking world already master the English language at a very early age? And how adult

learners of English (or any other language for that matter) as a second or third language often still struggle with the intricacies of tense, mode, special meanings of vocabulary items etc. after years of studying? And yet, certain patterns can be found across various acquisition settings (cf. „I holded the baby rabbits. The cat will catch all mouses“.) This seminar will look at several aspects of language development (pronunciation, vocabulary, sentence structure, ..); we will describe the most salient stages in First Language Acquisition (how a child progresses from uttering merely basic sounds towards producing its very first words and sentences), evaluate possible factors mediating Second Language Acquisition (influence of the native language, simplification strategies, underlying language structure), and discuss major theories trying to explain the process of language acquisition and the differences between first and second language acquisition. Also, we will look at and discuss selected recent research publications and consider methodological issues. — Requirements: active participation, oral presentation, mid-term quiz, seminar paper.

Seminare

- 35 721 Altenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
 2 st., Di 16-18, PT 1.0.2 Schleburg
*ANG - M 12.2 (8), ANG - M 13.w (8), ELG - M 31.3 (8), ELG - M 32.w (8), ELG - M 33.3 (8),
 ENGS - M 22.w (4), ENGYM - M 22.2 (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M
 22.2 (4), ENRS - M 22.w (4)*

Trotz aller Internationalität verrät noch das Englische der Gegenwart im Grundwortschatz und in den morphologischen Strukturen seine germanische Herkunft. In den ältesten schriftlichen Zeugnissen fallen die ererbten Gemeinsamkeiten mit dem Deutschen noch weit stärker ins Auge, und viele Unregelmäßigkeiten der neuenglischen Grammatik werden als Relikte früherer Regeln erkennbar. Dieser Kurs stellt Schreibkonventionen, Lautsystem, Morphologie, Wortschatz und Syntax des Altenglischen anhand einer Textsammlung vor, die zugleich einen Eindruck von Reiz und Vielfalt der angelsächsischen Überlieferung vermitteln soll. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für Scheinerwerb: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Lehrbuch des Altenglischen*, Heidelberg 2004.

Mittelenglische Sprache u. Kultur (m. Schein gem. LPO I, §68 Abs.1 Nr.3c)
*ANG - M 12.2 (8), ANG - M 13.w (8), ELG - M 31.3 (8), ELG - M 32.w (8), ELG - M 33.3 (8),
 ENGS - M 22.w (4), ENGYM - M 22.2 (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M
 22.2 (4), ENRS - M 22.w (4)*

- 35 722 2 st., Mi 12-14, PT 2.0.4 Schleburg
 35 723 2 st., Mo 14-16, PT 2.0.3A Schleburg

Die Werke des Dichters Geoffrey Chaucer (†1400) gehören zu den vergnüglichsten Texten der englischen Literaturgeschichte. Seine Sprache, der spätmittelenglische Dialekt der Hauptstadt London, weist bereits die Mischung von germanischen und romanischen Elementen auf, die das heutige Englisch charakterisiert, und ist mit etwas Übung genussvoll zu lesen. Anhand von Ausschnitten aus dem tragikomischen Liebesroman *Troilus and Criseyde* stellt dieser Kurs Schreibkonventionen, Aussprache, Wortschatz, Morphologie und Syntax der Sprache Chaucers vor und vergleicht sie mit den Strukturen des Neuenglischen. Eine erfolgreiche Teilnahme setzt regelmäßige Vor- und Nachbereitung des Stoffes im Semester voraus. — Elektronische Anmeldung. Anforderungen für Scheinerwerb: Übungsaufgaben und Klausur. Textgrundlage: W. Obst & F. Schleburg, *Die Sprache Chaucers*, Heidelberg 2010).

35 724 Altenglisch für Fortgeschrittene

2 st., Mi 16-18, PT 1.0.2

Schleburg

ANG - M 12.w (4), ANG - M 13.w (4), ELG - M 32.3 (10), ELG - M 33.3 (10), ENGS - M 22.w (4), ENGYM - M 22.w (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M 22.w (4), ENRS - M 22.w (4)

Die Fortsetzung unserer Einführung in das Altenglische fasst jene Prozesse des lautlichen, morphologischen und syntaktischen Wandels ins Auge, die über das Mittelenglische zur Gegenwartssprache führen. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der altenglischen Textklausur im schriftlichen Staatsexamen. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

35 725 Mittelenglisch für Fortgeschrittene

2 st., Mi 14-16, ZH 4

Schleburg

ANG - M 12.w (4), ANG - M 13.w (4), ELG - M 32.3 (10), ELG - M 33.3 (10), ENGS - M 22.w (4), ENGYM - M 22.w (4), ENGYM-M32C.w (4), ENHS - M 22.w (4), ENLI - M 22.w (4), ENRS - M 22.w (4)

Die Fortsetzung unserer Einführung in das Mittelenglische ergänzt den grammatischen Befund der Sprache Geoffrey Chaucers um seine germanische und altenglische Vorgeschichte. Die Auswahl der Stoffgebiete und der Übungstexte orientiert sich an den Anforderungen der mittelenglischen Textklausur im schriftlichen Staatsexamen. Eine sinnvolle Teilnahme setzt zumindest die Vorbereitung der Übersetzungstexte voraus. — Freiwilliger Vertiefungskurs, keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

35 726 Mittelenglisch für Examenskandidaten

2 st., Mo 12-14, ZH 5

Schleburg

Anhand früherer Examensklausuren (die gesammelt auf dem K-Laufwerk verfügbar sind) werden in diesem freiwilligen Übungskurs noch einmal die in den Augen der Aufgabensteller wichtigsten Themenbereiche der historischen Grammatik wiederholt, das Übersetzen geübt und nicht zuletzt der ganz eigene Jargon der Textsorte „Bayerisches Staatsexamen“ ergründet. Eine sinnvolle Teilnahme setzt die Inhalte des Fortgeschrittenen-Kurses und die regelmäßige Vorbereitung der besprochenen Aufgaben mithilfe der empfohlenen Fachliteratur voraus. — Keine Anmeldung erforderlich. Scheinerwerb nach Absprache möglich.

Syntaktische Analysen

35 728 vertieft: Mi 12-14, H23

Stelter

35 728a nicht vertieft: Do 16-18

Stelter

Dieser Kurs bietet interessierten Studierenden die Möglichkeit, ihre Fertigkeiten in der syntaktischen Beschreibung des Englischen zu erweitern bzw. zu festigen. Nach einer gemeinsamen Grundlagenphase von etwa 5 Wochen werden im 14-tägigen Rhythmus Aufgabenstellungen aus dem vertieften und nicht-vertieften Staatsexamen besprochen. Wie auch im Staatsexamen zu erwarten, dient das syntaktische Modell von Quirk, Greenbaum *et al.* (*A Comprehensive Grammar of the English Language*, 1985; *A Student's Grammar of the English Language*, 1992) als Grundlage. Der Beschreibungsmodus von Aarts & Aarts (*English Syntactic Structures*, 1988) sowie der valenztheoretische Ansatz (z.B. Herbst, Thomas. *A Valency Dictionary of English*) werden am Rande ebenfalls angesprochen. Eine Anmeldung ist wünschenswert.

35 729 Text Analysis: Sprachwissenschaft im Staatsexamen (Unterrichtsfach Englisch)

2 st., Mi 10-12, PT 2.0.3A

Fischer

ENGS - M 22.1 (2), ENHS - M 22.1 (2), ENRS - M 22.1 (2)

Dieses Seminar dient der Vorbereitung auf die schriftliche Prüfung Staatsexamen Unterrichtsfach Englisch (Lehramt Grund-, Haupt- und Realschule). Wir werden gemeinsam frü-

here Staatsexamensklausuren durcharbeiten, und zwar nach linguistischen Teilgebieten (Phonetik, Phonologie etc.). Für die jeweilige Sitzung müssen im Voraus die entsprechende Literatur gelesen und die dazugehörigen Prüfungsfragen schriftlich bearbeitet werden – sonst macht das Üben wenig Sinn. Da die Klausur in Deutsch geschrieben wird, wird dieser Kurs ausnahmsweise ebenfalls auf Deutsch abgehalten. Leseliste, Prüfungen und Materialien sind über das K-Laufwerk (PT > Anglistik/Amerikanistik > Fischer) zugänglich. Ein Seminarskript mit ausgewählter Literatur zu den jeweiligen Themenbereichen kann zwei Wochen vor dem Seminar bei Digital Print, Ludwig-Thoma-Str. 27, erworben werden. Dringend angeraten wird der Erwerb von Thomas Herbst 2010. *English linguistics. A coursebook for students of English*. Berlin: De Gruyter Mouton; sowie der aktuellen Ausgaben eines Aussprachewörterbuchs (Cambridge oder Longman) und eines einsprachigen englischen Lernerwörterbuchs. Für einen Scheinerwerb muss die Abschlussklausur bestanden werden.

Übungen

35 734 Phonemic Transcription, 1 st.
Do 19-20, PHY 9.1.10

Wesslerle

Die Phoneme des Englischen zu identifizieren, zu produzieren und zu beschreiben, ist eine der grundlegenden Fähigkeiten des Anglisten/Amerikanisten und vor allem des englischen Sprachwissenschaftlers und des Englischlehrers. Wer sich die Artikulationsvorgänge und die distinktiven Merkmale der Laute bewusst macht und mit einem der gängigen *Pronunciation Dictionaries* umzugehen weiß, kann die eigene Aussprache besser kontrollieren und z.B. die typischen Fehler zukünftiger Schüler gezielt verbessern. Diese Übung empfiehlt sich zum einen als Examenstutorium (zB. neuenglische Textaufgabe), zum anderen als freiwillige Übung zum Erlernen / zur Wiederbelebung einer examens- und lebensrelevanten Fertigkeit. — Transkriptionsgrundlage: Jones, Daniel. 1997 od. 2003. *English Pronouncing Dictionary*. CUP, oder: Wells, J.C. 1990 od. 2000. *Longman Pronunciation Dictionary*. London.
Erwerb von Leistungspunkten für den Wahlbereich nach Absprache möglich.

Hauptseminare

ANG - M 12.1 (10), ANG - M 13.1 (10), ELG - M 32.1 (10), ELG - M 33.1 / 3 (10), ENGS - M 22.w (7), ENGYM - M 22.w (7), ENGYM-M32C.2 / 3 (7), ENHS - M 22.w (7), ENLI - M 32.2 / 3 (7), ENRS - M 22.w (7)

35 736 Lexical Innovation
2 st., Di 14-16, PT 2.0.3A

Fischer

This seminar is devoted to new words, phrases and meanings of the English language. Its aim is to chart the frontiers of language advance in vocabulary and build up a rounded picture of the ways in which English has grown and developed over the last 30 years. Neologisms attract our attention insofar as they reflect developments and innovations in the world at large and in society. We will deal with neologisms relating to a wide range of subject fields and spheres of interest. Different levels of use, formal and informal styles, and examples of jargon and slang will be included. Apart from the sociopragmatic context of new coinings, we will discuss different procedures for creating new words, such as modelling after existing word elements, borrowing and shift in meaning and grammar. Sources of evidence are newspapers, magazines, dictionaries and electronic text corpora. — Introductory Reading:
Ayto, John 2007. *A century of new words*. Oxford: OUP.
Hohenhaus, Peter 2005. "Lexicalization and institutionalization." In Pavol Štekauer & Rochelle Lieber (eds.), *Handbook of word-formation*. Dordrecht: Springer. 353-373.
Schmid, Hans-Jörg 2008. "New words in the mind: concept-formation and entrenchment of neologisms." *Anglia* 126.1: 1-36.
Szymanek, Bogdan 2005. "The latest trends in English word-formation." In Pavol Štekauer & Rochelle Lieber (eds.), *Handbook of word-formation*. Dordrecht: Springer. 429-448.

35 737 Managing English in a Multilingual Society: Focus on Singapore

2 st., Blockseminar (2./3. + 9./10. + 16./17.12.2011, jew. Fr 14-18 + Sa 9-13 Uhr) Wee

What are some of the challenges involved in managing the role of English in an ethnolinguistically diverse society? What kinds of considerations arise when a multicultural policy handles ethnolinguistic distinctiveness by positioning English as an inter-ethnic lingua franca? This course provides insights into these issues by focusing on the case study of Singapore. Singapore society is ethnically and linguistically diverse, with significant numbers of Chinese, Malays, Indians and 'Others'. While the state recognizes Mandarin, Malay and Tamil as official mother tongues, it considers English to be 'emotionally unacceptable' as a mother tongue. English is supposed to provide all Singaporeans with economic competitiveness and serve as an inter-ethnic lingua franca. Therefore, English officially cannot be allowed to belong to a particular ethnic group. The state's restriction of English to a pragmatic role also has implications also for how it regards Singlish, a colloquial variety of English. The state views Singlish as a threat to Singaporeans' ability to learn 'standard/good/proper' English and therefore as a variety that should be eliminated. But many Singaporeans argue that Singlish can bridge ethnic and class divisions. Debates about Singlish therefore pivot around whether it authentically represents a national identity and whether it can in fact co-exist with 'standard/good/proper' English. — Students taking this course will be asked to engage with concepts in applied linguistics and sociolinguistics, particularly in relation to language policy, language ideology, World Englishes, the socio-dynamics of community and identity. They will relate these concepts to the Singapore situation, and they will also be encouraged to explore any implications for the role of English in other societies.

35 738 The Language of Shakespeare

2 st., Di 12-14, PT 1.0.2

Schleburg

„How goes it?“ This is not an over-literal translation from German, but a line by England's greatest poet. You can call him *Shakespeare*, *Shagspere*, or even *Saxper* – he didn't know exactly how to spell his name. Obviously, neither his grammar nor his orthography can be measured by the standards of the 21st century, and a modern reader wishing to understand and enjoy his works may find it useful to know that in Early Modern English *gone* rhymed with *alone*, *nice* did not mean 'agreeable' but 'shy' or 'fastidious', and „Why speake not you?“ was as correct an interrogative sentence as „Why don't you speak?“ – not to mention the homonymies and connotations at work in his adult jokes. In our seminar we will analyse and categorise the most important differences between the language of Shaxpere and Present Day English. This survey will (I hope) make reading Shackspere and his contemporaries more rewarding and also provide a better understanding of the structures of the modern language. — Online registration. Requirements for a *Schein*: active participation and regular homework, final exam. (**please note:** Students who took my Proseminar on Shakespeare in an earlier semester are requested to choose a different topic for their Hauptseminar.) Old-spelling texts will be made available on the K-drive.

35 007 Sprachkontakt

2 st., Do 16-18

Helmbrecht

Weitere Informationen (Beschreibung, Anmeldemodalitäten) siehe Vorlesungsverzeichnis bzw. Homepage der Allgemeinen und Vergleichenden Sprachwissenschaft.

Kurse in der Eingangsphase der MA-Programme

35 745 Readings in Linguistics
2 st., Mi 12-14, PT 3.2.69
ELG - M 31.1 (8)

Kautzsch

This course forms part of the Master's Programme in English Linguistics, but students in the traditional Hauptstudium or the new Profilmodul are equally welcome to acquire credit points and linguistic expertise. It is intended to provide first-hand experience and critical discussion of seminal works of 20th century linguistic theory and methodology, covering the classical texts of different schools of modern linguistics as well as more recent studies relevant to the ongoing research at our Department. — Requirements for a Schein: regular reading, oral presentation.

35 849 Academic Writing (M.A. course)
2 st., Do 10-12, PT 3.0.76
AMS - M 31.3 (4), BLK - M 31.2 (4), EAS-M30.3 (4), ELG - M 31.2 (4)
(course description: see p. 38)

Balestrini

Anglistik

Vorlesungen

AMST - M 13.w (4), ANG - M 06.w (8), ANG - M 14.w (8), ANG - M 15.2 (8), BLK - M 32.w (8),
BLK - M 33.1 (8), BRST - M 13.w (4), BRST - M 23.3 (4), BRST - M 32.1 (4), ENGS - M 13.w (4),
ENGS - M 22.w (4), ENGYM - M 13.w (4), ENGYM - M 23.w (4), ENGYM-M32B.1 (4), ENHS - M
13.w (4), ENHS - M 22.w (4), ENLI - M 13.w (4), ENRS - M 13.w (4), ENRS - M 22.w (4)

35 750 Nineteenth-Century Prose Fiction and Poetry
2 st., Mi 10-12, H22

Zwierlein

This lecture course aims to give an overview of central examples of Victorian prose fiction and poetry up to the *fin de siècle* (Mary Shelley, Thomas Carlyle, Emily and Charlotte Brontë, Charles Dickens, Wilkie Collins, Mary Elizabeth Braddon, Alfred Lord Tennyson, George Eliot, Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, Edward Bulwer-Lytton, Samuel Butler, Henry Rider Haggard, Walter Pater, Robert Louis Stevenson, Oscar Wilde, Thomas Hardy, Arthur Conan Doyle, H.G. Wells, Bram Stoker, Rudyard Kipling). We will discuss the Victorian publishing industry, literary modes such as 'realism', and subgenres such as the sensation novel, detective novel, horror novel and "scientific romance" along with their specific narrative strategies. Throughout, we will attend to relevant cultural contexts, e.g. industrialization and science; the 'loss of faith'; class struggle and capitalism; imperialism and 'orientalism'; gender history. The last two sessions will introduce the phenomenon of 'Neo-Victorian' fiction, analysing elements of Victorian culture and Victorian literary subgenres that have survived, or been reinvented, in late twentieth and twenty-first-century fiction. — Requirements: final written exam. — Texts: *The Norton Anthology of English Literature*, 7th ed., vol. 2B: *The Victorian Age*, ed. Carol T. Christ (New York: W.W. Norton, 1999).

35 751 A Short History of English Literature
2 st., Do 14-16, H 8

Petzold

Focussing on its major stages and developments, this lecture will provide a concise overview of English literary history: from its beginnings in the middle ages to the 21st

century. Obviously, compressing more than 1000 years of literary production into just one semester requires selection. The lecture will not be able to tell you 'everything' about a given period, but it will provide you with a framework in which you can 'anchor' more detailed studies of individual texts. Hence, the lecture is aimed at 'beginners', as a supplement to the seminars you take. Simultaneously, the lecture is also aimed at students preparing for their oral exams (Magister/Staatsexamen), as a review of the major stages of English literary history. Particularly for the latter group of students there will also be a one-hour reading class which will give us the time to examine individual texts in more detail (and to talk about the 'technicalities' of the exam). If the format works out, a similar lecture will probably be offered every winter term. — Requirements: final exam

Pflichtvorlesung der Basismodule

35 753 Introduction to British and Irish Studies

2 st., Do 12-14, H17

Lenz/ Dunphy

Achtung: Pflichtleistung bei **Studienbeginn ab WS 2010/11**, geändertes Basismodul Kulturwissenschaft; siehe auch Hinweise auf S. 5.

AMST - M 14.1 (2), BRST - M 14.1 (2), ENGS - M 14.w (2), ENGS - M 15.w (2), ENGYM - M 14.1 (2), ENHS - M 14.w (2), ENHS - M 16.1 (2), ENLI - M 14.1 (2), ENRS - M 14.1 (2)

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. We will look at the theory and methodology of cultural studies. Guests from all faculties are welcome in the lecture. The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before the first lecture. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, read Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. Final exam: Final exam: Wed, 15.2.2012, 9-12.

Hinweis: Diese Introduction-Vorlesung ist nicht verpflichtend für LA GS/HS, ein Besuch wird als Vorbereitung auf das Seminar 'British and Irish Cultural Studies' jedoch empfohlen.

Einführungskurse Literaturwissenschaft

Introduction to English and American Literary Studies, 3 st.

AMST - M 13.1 (4), AMST - M 16.1 (4), ANG - M 06.1 (4), ANG - M 07.1 (4), BRST - M 13.1 (4), BRST - M 16.1 (4), ENGS - M 13.1 (4), ENGYM - M 13.1 (4), ENHS - M 13.1 (4), ENLI - M 13.1 (4), ENRS - M 13.1 (4)

(siehe auch Parallelkursangebot der Amerikanistik, S. 31!)

35 755	Mi 10-13, ZH 4	Palitzsch
35 756	Mi 10-13, ZH 5	Boehm
35 757	Mi 13-16, ZH 5	Decker
35 758	Fr 11-14, ZH 4	Pesold
35 759	Mo 8-11, W 116	Decker
35 759ss	Block: 13.-27.9.2011 u. 4.10.11 (Klausur), Raum s. Aushang	Pesold
35 760	Block: 5.3. – 16.3.2012, 8-13 + Klausur: 23.3.2012, 9-12	Pesold

The course will familiarize students with the fundamentals and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as for example "literature", "culture" and "text." Influential theoretical approaches, critical methods, and the basics and problems of literary history and periodization will be discussed. Covering representative examples of all major literary forms, the course will explore the variety of literary representations and apply important technical terms and

concepts to specific texts. Practical problems of research and writing (e.g., how to find and quote secondary literature) will also be addressed. Course materials, mandatory readings, and requirements for passing the course will be presented during the first meeting. Tutors will help students with course work and assignments, and organize tours of the library. All courses "Introduction to English and American Literary Studies" offered in the Institut für Anglistik und Amerikanistik will follow a common syllabus and have a joint written exam at the end of the last week of the term. — Final exam: Tue, 14.2.2012, 9-12 (no alternative date!). — Required textbooks:

Meyer, Michael. *English and American Literature*. 4th ed. Tübingen: Francke, 2011.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009.

Further course materials, mandatory readings, and course requirements will be announced in the first meetings.

Einführungskurse Kulturwissenschaft

Introduction to British and Irish Studies, 3 st.

(**Achtung:** Pflichtleistung bei **Studienbeginn bis einschl. SS 2010!** s. auch Hinweise auf S. 5)

AMST - M 14.1 (4), ANG - M 06.3 (6), ANG - M 07.3 (6), BRST - M 14.1 (4), ENGS - M 14.1 (4),
ENGYM - M 14.1 (4), ENHS - M 14.1 (4), ENHS - M 16.1 (4), ENLI - M 14.1 (4), ENRS - M 14.1 (4)

35 762 Do 12-14, H 17; Fr 14-15, PT 1.0.2

Lenz/ Dunphy

35 763 Do 12-14, H 17; Fr 15-16, PT 1.0.2

Lenz/ Dunphy

This course is our introduction to the study of the British Isles. It will focus on selected issues in British and Irish history and institutions, élite and popular culture, social and ethnic diversity, and the struggle for national identity. We will look at the theory and methodology of cultural studies, and a central desideratum will be the development of skills in the critical and informed reading of cultural texts. It is a **three-hour course (two-hour lecture + one-hour seminar)** with an additional optional (but highly recommended) two-hour tutorial (Fr 14-16, ZH 4). The principal course material will be our own reader, *Sceptred Isles*, and you should read the introduction to it before coming to the first meeting of class. You will work with this in the seminars, and the final exam will be based on it. Since a necessary basis for all cultural judgment is a repertoire of key facts, the course assessment will include a general knowledge test. However, the focus will not be on fact-based learning, but on cultural competence. This course is designed to take you from school level on into university study. We do assume a good *Oberstufe*-level of general awareness of British affairs. If you are not sure of this, buy a copy of Rainer Jacob, *Abiturwissen Englisch: Landeskunde Großbritannien* and make sure you are thoroughly conversant with it BEFORE the semester begins. — Final exam: Wed, 15.2.2012, 9-12 (there will be no alternative date!)

Achtung: dieser Kurs (3-stündiger Einführungskurs, "bisheriger Modus" = verpflichtend bei Studienbeginn bis einschl. SS 2010) wird dieses Semester LETZTMALIG REGULÄR angeboten, danach nur noch 1x (bei Bedarf) im kommenden Wintersemester 2012/13. Bitte beachten Sie dies unbedingt bei Ihrer Studienplanung, wenn Sie diesen Kurs noch nicht absolviert haben.

Bitte beachten: die RKS-Anmeldung für diesen Kurs findet im Anmeldezeitraum 1 statt (August), da dieser Kurstyp in dieser Form für die neuen Erstsemester nicht mehr zutrifft.

Seminare Cultural Studies

British and Irish Cultural Studies, 2 st.

(Achtung: Pflichtleistung bei **Studienbeginn ab WS 2010/11!** s. auch Hinweise auf S. 5)

AMST - M 14.3 (3), BRST - M 14.3 (3), ENGS - M 14.1 (3), ENGS - M 15.w (3), ENGYM - M 14.3 (3), ENHS - M 14.1 (3), ENHS - M 16.2 (3), ENLI - M 14.3 (3), ENRS - M 14.3 (3)

35 765	Mo 18-20, PT 2.0.3A	Dunphy
35 766	Mo 18-20, PT 1.0.2	McIntosh-Schneider
35 767	Do 16-18, PT 3.0.77	Dunphy
35 768	Do 10-12, ZH 4	Waller
35 765ss	Block: 12.9.-30.9.2011, 14-17, Raum s. Aushang	McIntosh-Schneider

This course builds on the Introduction to British and Irish Studies (neuer Modus) and seeks to consolidate what was learned there by detailed study of selected topics from historical and contemporary cultures. A central desideratum will be the development of skills in the critical and informed reading of cultural texts. For primary texts, the principal course material will be our own reader, *Sceptred Isles*, which you should already have browsed in conjunction with the lecture; now you will read it in detail. Please read the introduction to it before coming to the first meeting of class. You are expected to read all the texts contained in the reader the course of the semester, but will do detailed study only on the sections your class teacher chooses. Other primary materials will vary from group to group, but will include video material which is available in the library on DVD, as well as current news reports, as your class teacher directs. Secondary readings (academic articles) will be found together with other helpful materials in the Course Pack. — The date of the assessment will be announced by your teacher.

Hinweis: Die 'Introduction to British and Irish Studies'-Vorlesung ist bei LA GS/HS als Voraussetzung für das Seminar 'British and Irish Cultural Studies' nicht verpflichtend, der Besuch der Vorlesung wird jedoch als Vorbereitung empfohlen.

Contemporary British and Irish Cultures, 1 st.

(Achtung: Pflichtleistung bei **Studienbeginn bis einschl. SS 2010!** s. auch Hinweise auf S.5)

AMST - M 14.3 (1), BRST - M 14.3 (1), ENGS - M 14.w (1), ENGYM - M 14.3 (1), ENHS - M 14.w (1), ENHS - M 16.2 (1), ENLI - M 14.3 (1), ENRS - M 14.3 (1)

35 770	Mi 16-17, ZH 4	McIntosh-Schneider
35 771	Mi 17-18, ZH 4	McIntosh-Schneider
35 772	Di 12-13, ZH 5	Waller
35 773	Di 13-14, ZH 5	Waller

This course builds on the Introduction to British Studies, and seeks to consolidate what was learned there by analysing elements of popular and media culture in the light of recent academic research and cultural theory. The weekly preparation will involve becoming familiar with one primary and one secondary source. Some of the primary sources will be video material which is available in the library on DVD. An optional viewing session (Thu 18-20) will be organized, but students may prefer to make their own arrangements to watch these DVDs at home or in the library. The secondary literature will be in the course pack. Assessment will be based on a written paper (ca 1500 words). — Bitte beachten: **British and Irish Contemporary Cultures** wird nur noch bis einschl. SS 2012 angeboten (bei Bedarf letztmalig noch im SS 2013). Dieser Kurs ist verpflichtend für alle Studierenden, die das Studium bis einschl. SS 2010 aufgenommen haben.

Proseminare

English Literature III: The 20th/21st Century, 2 st.

AMST - M 13.2 (4), ANG - M 06.2 (7), ANG - M 07.2 (7), BRST - M 13.2 (4), BRST - M 16.2 (4), ENGS - M 13.2 (4), ENGS - M 22.2 (4), ENGYM - M 13.2 (4), ENHS - M 13.2 (4), ENHS - M 22.2 (4), ENLI - M 13.2 (4), ENRS - M 13.2 (4)

35 774	Mo 12-14, W 116	Dittmann
35 775	Di 8-10, PT 2.0.3A	Dittmann
35 776	Di 12-14, ZH 4	Dittmann
35 777	Mi 18-20, ZH 5	Decker
35 778	Fr 8-10, ZH 5	Pesold
35 779	Block: 4.10., 14-16, + 5.-13.10. 10-12.30, Raum s. Aushang	Pesold

This seminar will familiarise students with important texts from twentieth- and twenty-first century literature in prose, drama, and poetry. We will analyse and interpret modernist, postmodernist and contemporary writings from Britain and Ireland, situating the texts in their respective cultural and historical contexts, and we will also engage with examples of the so-called New Literatures in English. We will attend to literary movements, questions of literary history, and cultural and literary terms and concepts. Apart from selected poems, which can be found in *The Norton Anthology of English Literature* (7th edition) or *The Norton Anthology of Poetry* (5th edition), and supplementary texts, such as short stories, essays and theoretical texts, which will be made available via the Intranet (Kurssoft). — Note: Students attending a block seminar must have read all texts before the first session. Recommended background reading: Michael Alexander. *A History of English Literature*. Basingstoke: Palgrave, 2007; Paul Poplawski (ed.). *English Literature in Context*. Cambridge: CUP, 2009. Additional reading:

For the courses taught by Dittmann: Virginia Woolf, *Mrs Dalloway* (1925). Oxford: OUP, 2008; Samuel Beckett, *Waiting for Godot* (1952). Ditzingen: Reclam, 1986; Brian Friel, *Translations* (1980). (mastercopy); Caryl Churchill, *Top Girls* (1982). London: A & C Black, 1991; Kazuo Ishiguro, *The Remains of the Day* (1989). London: Faber & Faber, 2005; Hanif Kureishi, *The Buddha of Suburbia* (1990). London: Faber & Faber, 1999.

For the courses taught by Decker: Beckett, Samuel. *Waiting for Godot*. London: Faber & Faber, 1998. (master copy); Coetzee, J. M. *Disgrace*. London: Vintage, 2009.; Conrad, Joseph. *Heart of Darkness and Other Tales*. Oxford: OUP, 2008.; Joyce, James. *A Portrait of the Artist as a Young Man*. Oxford: OUP, 2008.; McDonagh, Martin. *The Beauty Queen of Leenane and Other Plays*. London: Vintage, 1998. (master copy); Woolf, Virginia. *Mrs Dalloway*. Oxford: OUP, 2008.

For the courses taught by U. Pesold: W.B. Yeats: Cathleen ni Houlihan (1902) (Mastercopy/K-Drive).; James Joyce: *The Portrait of the Artist as a Young Man* (1916). Oxford: OUP, 2008.; Virginia Woolf: *Mrs Dalloway* (1925). Oxford: OUP 2009.; Jean Rhys: *Wide Sargasso Sea* (1966) London: Penguin, 2001.; Hanif Kureishi: *The Buddha of Suburbia* (1990). London: Faber and Faber, 1999.; Martin McDonagh: *The Beauty Queen of Leenane* (1996) (Mastercopy).

English Literature II: The 18th/19th Century, 2 st.

AMST - M 22.1 (4), ANG - M 06.2 (7), ANG - M 07.2 (7), BRST - M 16.3 (4), BRST - M 22.1 (4), ENGS - M 22.w (4), ENGYM - M 23.1 (4), ENHS - M 22.w(4), ENLI - M 13.w(4), ENRS - M 22.w(4)

35 780	Mi 16-18, ZH 5	Lenz
35 781	Di 12-14, PT 2.0.3A	Lenz
35 782	Mo 14-16, PT 1.0.2	N.N.

This course aims to introduce students to a wide range of eighteenth- and nineteenth century texts in poetry, drama and prose, as well as to the cultural and historical contexts from which these works emerged. We will study individual authors as well as broader literary movements, look at a variety of genres and aesthetic developments, and explore the changing conditions of literary production and consumption from 1700 to 1900. Texts will be approached from a diverse set of critical positions that reflect current debates in the fields of Victorian and Eighteenth-Century Studies. The reading load for the course is substantial; students are advised to start reading the longer texts over the break before classes start. — Requirements: regular attendance, active participation in class discussions,

oral presentation + annotated bibliography, term paper (8-10 pages).

Reading list (Lenz): Daniel Defoe, *Robinson Crusoe*; Wilkie Collins, *The Moonstone*; Bram Stoker, *Dracula*; Oscar Wilde, *The Importance of Being Earnest*; Christina Rossetti, *Goblin Market*. Excerpts from Charles Dickens, *Oliver Twist* and from Charlotte Brontë, *Jane Eyre*.

Reading list (N.N.): Daniel Defoe, *Robinson Crusoe*, Mary Shelley, *Frankenstein*; Elizabeth Barrett Browning, *Aurora Leigh*, George Eliot, *Adam Bede*, Oscar Wilde, *The Importance of Being Earnest*.

Supplementary texts will be made available (see K-Drive and Reader respectively).

35 783 William Shakespeare

2 st., Mo 14-16, ZH 6

Dittmann

AMST - M 13.w (4), AMST - M 22.w (4), ANG - M 06.2 (7), ANG - M 07.2 (7), BRST - M 13.w (4), BRST - M 16.w (4), BRST - M 22.w (4), BRST - M 23.2 (4), ENGS - M 13.w (4), ENGS - M 22.w (4), ENGYM - M 13.w (4), ENGYM - M 23.w (4), ENHS - M 13.w (4), ENHS - M 22.w (4), ENLI - M 13.w (4), ENRS - M 13.w (4), ENRS - M 22.w (4)

This course provides students with an introduction to William Shakespeare through close readings of key texts that represent the variety of his artistic achievement: selected sonnets, *Much Ado About Nothing*, *Othello*, *1 Henry IV*, *As You Like It*, *Macbeth* and *Antony and Cleopatra*. We will examine Shakespeare's use of language, themes and dramatic structure, while situating his works in the historical contexts in which they were initially produced. We will particularly attend to Shakespeare's representation of identity, power, ethnicity and gender and investigate how his texts not only reflect but also respond to socio-cultural concerns of his time. Furthermore, we will consider how these issues explored in Shakespeare's works still confront us in our culture today. – Requirements: regular attendance, active participation in classroom discussions, an oral presentation and a term paper (8-10 pages). The editions suggested below are recommended, but you may also use other well-annotated scholarly edition of Shakespeare's works (i.e., the Arden Shakespeare, the New Cambridge Shakespeare, the Norton Shakespeare). — Texts: William Shakespeare, *Much Ado About Nothing*, ed. Claire McEachern (Arden Shakespeare, 2005); William Shakespeare, *Othello*, ed. Norman Sanders (New Cambridge Shakespeare, 2003); William Shakespeare, *As You Like It*, ed. Juliet Dusinberre (Arden Shakespeare, 2006); William Shakespeare, *Macbeth*, ed. A. R. Braunmuller (New Cambridge Shakespeare, 2007); William Shakespeare, *Antony and Cleopatra*, ed. David Bevington (New Cambridge Shakespeare, 2005). Shakespeare's sonnets, *1 Henry IV* and supplementary texts will be made available in electronic format at the beginning of the semester.

Cultural Studies Advanced

ANG - M 14.2 (8), ANG - M 15.w (8), BLK - M 32.3 (8), BLK - M 33.w (8), BRST - M 23.w (5), BRST - M 32.2 (5), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32B.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5)

35 785 South Asia

2 st., Di 12-14, ZH 6

McIntosh-Schneider

"The outside world's reactions to Bhutan tend to swing between two extremes – it is perceived either as a paradise on earth or as a country completely isolated from the world and trapped in a time warp. Neither image is true. But it *is* true that Bhutan is like no other place in the world." Ashi Dorji Wangmo Wangchuck, Queen of Bhutan. *Treasures of a Thunder Dragon: A Portrait of Bhutan*, New Delhi: Penguin Books India, 2006. In this course we will be studying the five South Asian countries that are bordered by the Bay of Bengal and the Arabian Sea in the east and west, and the Himalayas in the north: India, Pakistan, Bangladesh, Nepal, and Bhutan. By analysing excerpts from both fictional and non-fictional writings (e.g. novels, plays, travelogues, and academic papers), we will explore the countries and their cultures. Many of our sources are writings in English from the countries being discussed. We will examine a range of topics from different political systems through marriage traditions and the role of women to art and music. — Course requirements: active participation in class discussion, oral presentation, and an 8-page research paper.

35 786 Cultural Narratives of the Body, 1780-2000
2 st., Mi 18-20, ZH 6

Boehm

In this course we will explore some of the various narratives that have been told about the human body since 1780. We will consider the cultural and social construction of sick bodies, healthy bodies, monstrous and deformed bodies, working bodies, guilty bodies, ageing bodies, racialized and gendered bodies. Throughout the nineteenth and twentieth centuries, ideas about the body were defined and contested in a variety of contexts – in literature, film and the arts, in science, medicine, law, city planning, social policy and philosophy. We will examine a number of different debates and cultural venues, ranging from Victorian theories of evolution and ethnological exhibitions to the cloning debates of the 1990s, and from cultural representations of illnesses, such as hysteria in the nineteenth century and AIDS in the twentieth century, to contemporary cultures of tattooing, piercing and enhancing the body. NB: You will need to read *Frankenstein* by the second week of term. — Course requirements: active participation, oral presentation, written exam. — Texts: Most of the texts, visual and other materials will be provided in electronic format. Please buy: Mary Shelley, *Frankenstein* (Oxford World's Classics Edition, ed. Marilyn Butler); Kazuo Ishiguro, *Never Let Me Go*.

35 787 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., Zeit und Ort unbekannt

Lenz

8-tägig, Mitte Juni bzw. Anfang September 2012 (Der genaue Termin wird bei einem Vortreffen im Januar 2012 festgelegt. Die vorangemeldeten InteressentInnen werden per E-Mail dazu eingeladen.) Die Exkursion steht allen Studierenden der Anglistik/Amerikanistik offen, die sich für die Geschichte, Kultur und Literatur Irlands und die daraus resultierenden Beziehungen zwischen der "Grünen Insel" und Großbritannien bzw. den USA interessieren und die — wegen der *walking tours* zu historischen Stätten in wilder Landschaft — eine sportliche Grundeinstellung aufweisen. Der vorausgehende Besuch von "An Introduction to British and Irish Cultural Studies" oder eines Seminars zur irischen Literatur und Kultur (Grund- oder Hauptstudium Literaturwissenschaft/*Cultural Studies*) wird empfohlen, ist aber nicht Bedingung für die Teilnahme. Aus organisatorischen Gründen ist die Teilnehmerzahl pro Exkursion auf 16 begrenzt. **InteressentInnen wird daher empfohlen, sich baldmöglichst anzumelden (per E-Mail oder bei der elektronischen Kursanmeldung). Sollten die beiden kommenden Fahrten schon ausgebucht sein, ist Voranmeldung für die Termine im darauf folgenden Jahr bereits möglich.** — Von unserem (vor *Valentia Island* im äußersten Südwesten gelegenen) Stützpunkt *Portmagee* aus unternehmen wir Tagestouren zu prähistorischen, frühchristlichen und neuzeitlichen Stätten, die für die Bedeutung Irlands innerhalb der europäischen Kultur exemplarisch sind. Auf dem Programm stehen u.a. der Aufenthalt in der "*Rebel City*" *Cork* incl. Theaterbesuch, die Besichtigung des beeindruckenden *Heritage Centre* in *Cobh* zur Geschichte der Emigration und der *Great Famine*, die Fahrt entlang der landschaftlich berühmten Route über *Blarney* (Besichtigung von *Blarney Castle*) und *Killarney* in den Südwesten, Wanderungen entlang der Steilküste zu prähistorischen *wedge tombs*, *dolmens*, *alignments*, *Ogham Stones*, zu frühchristlichen *beehive-dwellings* und *St Brendan's Well*, zu einer Burgruine der anglo-normannischen Eroberer und zum gewaltigen *Leacanabuaile Stone Fort*, ein Abstecher in den *Killarney National Park* (*Muckross House*, *Muckross Abbey*) und in den *Derrynane National Park* (Besichtigung der *Church Island* und des Hauses von Daniel O'Connell incl. Filmvorführung über die herausragende Rolle O'Connells für die *Catholic Emancipation*), die Fahrt entlang des *Skellig Ring* nach *Ballinskelligs* (*Gaeltacht*), der Besuch des *Skellig Heritage Centre* (Film und Ausstellung zur Geschichte von *Skellig Michael*) und von *singing pubs* (*traditional Irish music/Irish dance*) sowie (wetterabhängig) eine vierstündige Bootsfahrt auf dem Atlantik zum Weltkulturerbe *Skellig Michael*. Drei Vorträge vor Ort zur Geschichte und Kultur sowie zur Literatur Irlands und eine Führung auf *Skellig Michael* sollen den informativen Rahmen setzen, der durch detaillierte Hinweise und Erläuterungen zu den jeweiligen Kulturstätten ergänzt wird. — Der Erwerb von Leistungspunkten für *Cultural*

Studies Advanced ist möglich, jedoch nicht Pflicht für die Teilnahme an der Exkursion. Für die Anrechnung des Blockseminars gelten die üblichen Bedingungen (*oral presentation* und ausgearbeitete Version als *term paper*). Voraussichtliche Kosten (Erfahrungswert): ca. 680 Euro (incl. Linienflüge mit *Aer Lingus*, Leihbus, B&B, alle Ausflüge und Eintrittsgelder, Bootsfahrt nach *Skellig Michael*, Theaterticket). Um die Kosten zu senken, werden Zuschüsse beantragt. Weitere Details über die Exkursion sind beim Vortreffen im Januar 2012 zu erfahren.

Review Courses

35 789 Review English Literature

1 st., Di 14-15, ZH 4

Petzold

AMST - M 22.w (1), BRST - M 22.w (1), ENGS - M 22.w (1), ENGYM - M 23.w (1), ENHS - M 22.w (1), ENRS - M 22.2 (1)

This course is obligatory for "Lehramt Realschule" and hence it is geared towards this clientele: we will focus on British literature from the nineteenth century (starting with the 'Romantics') to the twenty-first century, and we will look at examples from all major genres (drama, poetry, narrative prose). — Requirements: a short oral presentation, final exam. — Texts: all texts will be taken from *The Norton Anthology of English Literature*, Vol. 2 (8th ed., 2006)

Hauptseminare

ANG - M 14.1 (10), ANG - M 15.1 (10), BLK - M 32.2 (10), BLK - M 33.2 / 3 (10), BRST - M 32.3 (7), ENGS - M 22.w (7), ENGYM - M 23.w (7), ENGYM-M32B.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

35 791 Old Age and Ageing: Science, Literature, Culture

2 st., Mo 14-16, ZH 2

Zwierlein

Taking its cue from the international conference on "The Cultural Politics of Ageing in the Nineteenth Century: Interdisciplinary Perspectives" that the Regensburg Chair of English Literature and Culture is organizing this winter term jointly with the Law Faculty (24-26 November – all students welcome!), this seminar will explore concepts of old age and ageing in a diachronic survey of British literary and cultural history, from the early modern period to the twenty-first century. We will attend to changing perceptions of old age, shifting sociological and demographical perspectives, and legal and medical contexts such as inheritance laws and old-age pensions, geriatric medicine and nursing homes. We will also be concerned with the performance and representation of old age and with the question of the narrative unity of life. The following texts will be covered – the longer texts mostly in the form of excerpts –: Thomas More, *Utopia* (1516); Francis Bacon, *New Atlantis* (1627) and *The History of Life and Death* (1638); Ben Jonson, *Volpone* (1606); William Shakespeare, *King Lear* (1603-6); John Milton, "How soon hath time" (1632) and "When I consider how my light is spent" (1652); Jonathan Swift, "Struldbruggs" episode from *Gulliver's Travels* (1726); Alfred Lord Tennyson, "Ulysses" (w.1833, p.1842); Charles Dickens, *The Old Curiosity Shop* (1841) and *Our Mutual Friend* (1864-5); Oscar Wilde, *Dorian Gray* (1891); James Joyce, "Clay" from *Dubliners* (1914); Samuel Beckett, *All That Fall* (1956) and *Endgame* (1958); Dylan Thomas, "Do not go gentle into that good night" (w.1945, p.1952); Stevie Smith, "Exeat" (1965); Philip Larkin, "The Old Fools" (1973); Margaret Drabble, *The Witch of Exmoor* (1996); Julian Barnes, "Appetite" (2000); John Banville, *The Infinities* (2009). — Requirements: reading the assigned texts; oral presentation; term paper in English (c. 15-20 pages). — Texts: most of the texts will be provided in electronic format / as excerpts; there will also be a 'Semesterapparat' containing secondary literature. But please buy the following texts (and read them in advance!): William Shakespeare, *King Lear*, ed. Kenneth Muir (repr. London: Routledge, 1993); Samuel Beckett, *All That Fall*, in *Collected Shorter Plays of Samuel Beckett* (London: Faber, 1984) and *Endgame* (London: Faber, 1976 and ff.); Margaret Drabble, *The Witch of Exmoor* (London: Penguin, 1996); John Banville, *The Infinities* (London: Picador, 2009).

35 792 Victorian Constructions of Femininity
2 st., Di 10-12, ZH 4

Zwierlein

Complicating the usual dichotomy of the nineteenth-century 'Angel in the House' on the one hand and the 'New Woman' on the other, this seminar will explore the multifaceted constructions of femininity during the Victorian age, starting with early Victorian conceptions about the 'duties of women', discussing the problem of prostitution and the debate about the 'Contagious Diseases Act', the marriage and divorce laws, the beginnings of the suffragette movement, and the question of female participation in the labour market. Besides prose pamphlets and essays by, among others, Sarah Stickney Ellis, John Stuart Mill, Caroline Norton, Barbara Leith Smith Bodichon, Frances Power Cobbe, William R. Greg, Mona Caird, Mrs Humphry Ward and Ella Hepworth Dixon, we will also look at literary representations of the 'woman question'. The following literary texts will be covered – the longer texts mostly in the form of excerpts –: Robert Browning, "My Last Duchess" (1842); Coventry Patmore, *The Angel in the House* (1854-62); Charles Dickens, *David Copperfield* (1849-50); John Ruskin, "Of Queen's Gardens" (1864); Mary Elizabeth Braddon, *Lady Audley's Secret* (1862); George Eliot, *The Mill on the Floss* (1860); Elizabeth Barrett Browning, *Aurora Leigh* (1864); George Eliot, *Middlemarch* (1871-2); Thomas Hardy, *Tess of the D'Urbervilles* (1891). — Requirements: reading the assigned texts; oral presentation; term paper in English (c. 15-20 pages). — Texts: most of the texts will be provided in electronic format / as excerpts; there will also be a 'Semesterapparat' containing secondary literature. But please buy the following texts (and read them in advance!): Mary Elizabeth Braddon, *Lady Audley's Secret*, ed. David Skilton (Oxford: OUP, 1987, reiss. 2008); George Eliot, *Middlemarch*, ed. David Carroll (Oxford: OUP, 1996); Thomas Hardy, *Tess of the D'Urbervilles*, ed. Juliet Grindle and Simon Gatrell (Oxford: OUP, 1988, reiss. 1998). — You might also consider buying the following anthologies: *Victorian Prose: An Anthology*, ed. Rosemary J. Mundhenk and LuAnn McCracken Fletcher (New York: Columbia UP, 1999); *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900*, ed. Sally Ledger and Roger Luckhurst (Oxford: OUP, 2000); *The Norton Anthology of English Literature*, 7th ed., vol. 2B: *The Victorian Age*, ed. Carol T. Christ (New York: W.W. Norton, 1999).

35 793 Romantic Poetry
2 st., Do 10-12, ZH 6

Petzold

With its emphasis on the individual and on 'emotions', the Romantic period (c. 1798 to 1832) is still highly influential for our concepts of (lyrical) poetry. In this seminar, we will read a (fairly large) selection of poetry by the 'big names' of romanticism (and some less well-known writers). We will identify major topics, and look at how similar topics were treated differently by different poets. — Requirements: short oral presentation, term-paper (15 to 20 pages). — Text: Michael O'Neill & Charles Mahoney (eds.), *Romantic Poetry: An Annotated Anthology*, (Blackwell Annotated Anthologies) 2008. ISBN-13: 978-0631213178.

35 794 Pirates as a Cultural Phenomenon
2 st., Di 10-12, ZH 5

Petzold

In this seminar, we will explore the cultural representation of piracy from the eighteenth to the twenty-first century. We will examine how (and in what stages) dangerous criminals were 'romanticized' and what values were attributed to (or projected onto) pirates at various stages of their cultural history. Starting with the *General History of the Robberies and Murders of the Most Notorious Pirates* (1724), we will then primarily focus on text for juvenile readers published in the nineteenth century. With Sabatini's *Captain Blood* (1922) we will examine a key text for the romanticization of pirates before we turn to a small selection of films: *Captain Blood* (1935, dir. Michael Curtiz, starring Errol Flynn) and *Pirates of the Caribbean: The Curse of the Black Pearl* (2003, dir. Gore Verbinski). — Requirements: participation in an 'expert group', term-paper (15 to 20 pages). — Texts: Capt. Johnson (Defoe), *A General History of the Pyrates* (excerpt, master copy); John Gay, *Polly* (excerpt, master copy); Captain Marryat, *The Pirate* (e-text); R.M. Ballantyne, *The Coral Island* (excerpt, e-text); R.L. Stevenson, *Treasure Island* (ed. Emma Letley, Oxford World's Classics); Rafael Sabatini, *Captain Blood* (e-text); the films are available on DVD at the university library.

Übungen

35 796 Reading Class: A Short History of English Literature

1 st., Di 15-16, ZH 4

Petzold

AMST - M 13.w (2), ANG - M 06.w (4), ANG - M 07.w (4), ANG - M 14.w (4), ANG - M 15.w (4), BLK - M 31.w (2), BLK - M 32.w (2), BLK - M 33.w (2), BRST - M 13.w (2), BRST - M 23.w (2), BRST - M 32.w (2), ENGS - M 13.w (2), ENGS - M 22.w (2), ENGYM - M 13.w (2), ENGYM - M 23.w (2), ENGYM-M32B.w (2), ENHS - M 13.w (2), ENHS - M 22.w (2), ENLI - M 13.w (2), ENRS - M 13.w (2), ENRS - M 22.w (2)

This reading class accompanies the lecture "A Short History of English Literature." It is primarily intended for students preparing for their final exams (Magister/Staatsexamen), but it is open to all students who are interested in exploring a range of texts in more detail than it is possible during the lecture. We will look at examples from all major genres (drama, poetry, narrative prose) and all periods. There will also be sessions on the 'technicalities' of the final exam. — Requirements: final exam — Texts: all texts will be taken from *The Norton Anthology of English Literature* (2 vols, 8th ed., 2006), or will be made available as master copies.

35 797 Nineteenth Century Prose Fiction and Poetry

1 st., Di 14-15, R 009

Zwierlein

AMST - M 13.w (2), ANG - M 06.w (4), ANG - M 07.w (4), ANG - M 14.w (4), ANG - M 15.w (4), BLK - M 31.w (2), BLK - M 32.w (2), BLK - M 33.w (2), BRST - M 13.w (2), BRST - M 23.w (2), BRST - M 32.w (2), ENGS - M 13.w (2), ENGS - M 22.w (2), ENGYM - M 13.w (2), ENGYM - M 23.w (2), ENGYM-M32B.w (2), ENHS - M 13.w (2), ENHS - M 22.w (2), ENLI - M 13.w (2), ENRS - M 13.w (2), ENRS - M 22.w (2)

This reading class will explore in more detail some of the texts covered in the lecture course on 'Nineteenth-Century Prose Fiction and Poetry'. We will do in-depth analyses and close readings of selected key passages, and students will be encouraged to try out various theoretical approaches, attend to relations and connections between the texts, and discuss relevant cultural contexts. Students are welcome to co-design the reading programme in the first session.

Kurse in der Eingangsphase der MA-Programme

35 798 Reading and Discussion

2 st., Mo 16-18, ZH 2

Zwierlein

BLK - M 31.1 (6), BRST - M 32.w (6), ENGYM-M32B.w (6)

As an accompaniment to the international conference on "The Cultural Politics of Ageing in the Nineteenth Century: Interdisciplinary Perspectives" that the Regensburg Chair of English Literature and Culture is organizing this winter term jointly with the Law Faculty (24-26 November – all students welcome!), this seminar will explore the theoretical backgrounds for, history of, and approaches to concepts of 'ageing' and 'ageism'. — Requirements: reading the assigned texts; final written exam. — Texts: Pat Thane, *Old Age in English History: Past Experiences, Present Issues* (Oxford: Oxford University Press, 2000); Helen Small, *The Long Life* (Oxford: Oxford University Press, 2007); other texts will be provided in electronic format / as excerpts.

35 849 Academic Writing (M.A. course)

2 st., Do 10-12, PT 3.0.76

Balestrini

AMS - M 31.3 (4), BLK - M 31.2 (4), EAS-M30.3 (4), ELG - M 31.2 (4)

(course description: see p. 38)

Amerikanistik /American Studies

Vorlesungen

35 800 Introduction to American Studies

1 st., Di 12-13, H 3

Hebel

AMST - M 14.2 (1), BRST - M 14.2 (1), ENGS - M 14.w (1), ENGS - M 15.w (1), ENGYM - M 14.2 (1), ENHS - M 14.w (1), ENHS - M 16.1 (1), ENLI - M 14.2 (1), ENRS - M 14.2 (1)

The lecture course surveys the academic discipline of American Studies and provides an overview of materials, resources, issues, areas of study, and theories in the interdisciplinary field of American Studies. Individual sessions will give introductory accounts of North American geography, demographic developments and U.S. immigration history, major issues and coordinates of North American and U.S. history, the political system of the U.S., American ideologies and identity constructions, the religious landscape of the U.S., multilingualism and language politics in North America. — Requirement for credit: final exam. — Recommended textbooks:

Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008.

Boyer, Paul S., et al., eds. *The Enduring Vision: A History of the American People*. 6th or 7th ed. Boston: Houghton Mifflin, 2008 or 2011.

Credit for: BA, Lehramt

35 801 Colonial America

2 st., Do 10-12, H22

Hebel

AMS - M 32.2 (8), AMS - M 33.2 / 3 (8), AMST - M 13.w (4), AMST - M 23.3 (4), AMST - M 32.1 (4), ANG - M 16.w (8), ANG - M 17.2 (8), BRST - M 13.w (4), EAS-M31.4 (8), EAS-M33.1/2/3 (8), EAS-M34.1/2/3 (8), ENGS - M 13.w (4), ENGS - M 22.w (4), ENGYM - M 13.w (4), ENGYM - M 23.w (4), ENGYM-M32A.1 (4), ENHS - M 13.w (4), ENHS - M 22.w (4), ENLI - M 13.w (4), ENRS - M 13.w (4), ENRS - M 22.w (4)

The lecture course surveys American cultures and literatures from the earliest European-American encounters in the so-called 'New World' through the beginnings of the American Revolution. Individual meetings will focus on Native American (including pre-Columbian) cultures and (oral) traditions, the multinational colonization of North America, intercultural encounters in colonial North America, the establishment and development of political and social institutions especially in the British colonies, the rise and decline of Puritan New England, religious groups and cultures in colonial North America, the Great Awakening, and the American Enlightenment. Topics and texts to be discussed will include travel writings of early explorers and colonists (e.g., Columbus, Cabeza de Vaca, Harriot, Smith), the formulation of national U.S. American ideologies in prenational texts (e.g., American exceptionalism), the writings of seventeenth-century New England Puritans (e.g., sermon literature, histories, legal self-definitions), Indian captivity narratives (e.g., Rowlandson), the works of colonial American women writers (e.g., Hutchinson, Bradstreet, Knight), early American poetry (e.g., Bradstreet, Taylor), the origins and development of autobiographical writing (including, e.g., diaries, letters). Visual documents will be included prominently in the individual lectures as visual constructions have been a defining feature of American cultures (and their perception on both sides of the Atlantic) since their very beginnings. Requirements for credit: final exam (and one additional paper for students in the master programs). — Recommended course materials:

Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 7th Edition. New York: Norton, 2008.

Boyer, Paul et al, eds. *The Enduring Vision: A History of the American People*. 6th or 7th ed. Boston: Houghton Mifflin 2008 or 2011.

Credit for: BA, MAS, MEAS, Lehramt

35 802 The History of North America II: The Age of the American Revolution, 1763-1815
 2 st., Di 10-12, H 5 Depkat
 AMS - M 32.2 (8), AMS - M 33.2 / 3 (8), AMST - M 13.w (4), AMST - M 23.3 (4), AMST - M 32.1
 (4), ANG - M 16.w (8), ANG - M 17.2 (8), BRST - M 13.w (4), EAS-M31.4 (8), EAS-M33.1/2/3
 (8), EAS-M34.1/2/3 (8), ENGS - M 13.w (4), ENGS - M 22.w (4), ENGYM - M 13.w (4), ENGYM -
 M 23.w (4), ENGYM-M32A.1 (4), ENHS - M 13.w (4), ENHS - M 22.w (4), ENLI - M 13.w (4),
 ENRS - M 13.w (4), ENRS - M 22.w (4)

The lecture deals with the history of North America from the end of the French and Indian War to the end of the War of 1812 from a continental perspective, integrating the histories of the United States, Canada and Mexico. This period saw the escalation of the imperial conflict between Great Britain and thirteen of her North American colonies into the American Revolution, the foundation of the United States as federal union without precedent, and the consolidation of the young republic in bitter political struggles over the direction of the domestic and foreign policy. However, July 4, 1776, witnessed the birth not of one but of two nations in North America, as Canada was founded by those North Americans who were against the "principles of 1776." From a continental perspective, therefore, the Revolutionary War appears as North America's first civil war that found its sequel in the largely forgotten War of 1812. The latter is sometimes described as a second war of independence, which, however, did not only ensure the independence of the United States but also the one of Canada. Meanwhile further down South, Miguel Hidalgo y Costilla in 1810 sparked a revolt by Indians and mestizos in New Spain that marks the beginning of the end of Spanish rule in America. The lecture continues last term's course but also stands on its own. Its overall aim is to highlight the major trends and problems of Canadian, U.S.-American and Mexican history in this crucial transition period that brought the whole of North America on different paths to independence. — Requirements: midterm (take-home exam) and final exam. — Reading:

Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau 2008.

Cogliano, Francis D. *Revolutionary America, 1763-1815: A Political History*. 2nd ed. New York: Routledge, 2009.

Conrad, Margaret, and Alvin Finkel. *History of the Canadian Peoples: Beginnings to 1867: Volume 1*. 3rd ed. Toronto: Addison Wesley Longman, 2002.

Bumsted, J.M. *The Peoples of Canada: A Pre-Confederation History*. Oxford: Oxford UP, 2003.

Elliott, J.H. *Empires of the Atlantic World: Britain and Spain in America 1492-1830*. New Haven: Yale UP, 2006.

Weber, David J. *The Spanish Frontier in North America*. New Haven: Yale UP, 1992.

Credit for: BA, MAS, MEAS, Lehramt

Einführungskurse American Studies

American Cultural History, 3 st.

AMST - M 14.4 (4), BRST - M 14.4 (4), ENGS - M 14.2 (4), ENGS - M 15.w (4), ENGYM - M 14.4
 (4), ENHS - M 14.2 (4), ENHS - M 16.2 (4), ENLI - M 14.4 (4), ENRS - M 14.4 (4)

35 804	Di 14-16, ZH 5; Do 14-15, VG_0.14	Cavanna
35 805	Di 14-16, PT 3.0.76; Fr 12-13, W 116	Uppendahl
35 806	Di 16-18, ZH 6; Do 15-16, VG_0.14	Cavanna
35 807	Di 16-18, PT 3.0.76; Fr 13-14, W 116	Uppendahl
35 808	Di 18-20, ZH 6; Do 8-9, PT 3.0.76	K. Szlezák
35 809	Di 18-20, PT 2.0.3A; Do 9-10, PT 3.0.76	Fackler
35 810	Di 18-20, W 112; Do 8-9, R 009	N.N.
35 811	Di 18-20, R 009; Do 9-10, R 009	Hofstätter
35 809ss	Blockkurs: 26.9.-7.10.2011, Raum s. Aushang	Fackler

This course focuses on textual, visual, and audiovisual materials deemed central to North American cultural, social, and political history from the earliest European encounters with the 'New World' to contemporary interpretations of what 'America' might represent. We will cover a broad variety of cultural and historical issues, ranging from symbolical interpretations of American landscapes and spaces, attitudes toward demographical developments in the U.S., central controversies about the political system of the U.S., the

theory and practice of religion, language, and other cultural traditions in North America. Thus, this course will help students understand materials, areas of study, and theoretical approaches in the interdisciplinary field of American Studies. — Requirements: in-class participation, final exam for participants of all sections of this class on Thursday, 16 February 2012, 9-12 (no alternative date!) — Course materials: Course Reader (available at local copy shop).

Hebel, Udo. *Einführung in die Amerikanistik/American Studies*. Stuttgart: Metzler, 2008.

Recommended history textbooks:

Depkat, Volker. *Geschichte Nordamerikas: Eine Einführung*. Köln: Böhlau, 2008.

Boyer, Paul, et al. *The Enduring Vision: A History of the American People*. 6th or 7th ed. Boston: Houghton, 2008 or 2011.

Credit for: BA, Lehramt

Einführungskurse Literaturwissenschaft

Introduction to English and American Literary Studies, 3 st.

AMST - M 13.1 (4), AMST - M 16.1 (4), ANG - M 06.1 (4), ANG - M 07.1 (4), BRST - M 13.1 (4), BRST - M 16.1 (4), ENGS - M 13.1 (4), ENGYM - M 13.1 (4), ENHS - M 13.1 (4), ENLI - M 13.1 (4), ENRS - M 13.1 (4)

(siehe auch Parallelkursangebot der Anglistik, S. 20!)

35 813	Mi 10-13, PT 1.0.2	Balestrini
35 814	Mi 13-16, PT 1.0.2	Bauridl
35 815	Fr 8-11, PT 3.0.77	Balestrini
35 816	Fr 11-14, PT 1.0.2	Fackler
35 818a	Zeit u. Raum s. Aushang	Fackler
35 818b	Zeit u. Raum s. Aushang	Leikam
35 817	Blockseminar in der vorlesungsfreien Zeit: 19.03.-30.03.2012	Hofstätter

The course will familiarize students with fundamental knowledge and skills necessary for the study of English and American literatures. Participants will be introduced to critical concepts such as "literature," "culture," and "text." Influential theoretical approaches, critical methods, and the basics and problems of literary history, canonization, and periodization will be discussed. By covering representative examples of all major literary forms, we will explore a broad variety of literary representations and apply important technical terms and concepts to the analysis of specific texts. Practical problems of research and writing (e.g., how to find and quote secondary literature) will also be addressed. Tutors will help students with course work and assignments. They will also organize guided tours of the university library. All sections of this "Introduction to English and American Literary Studies" offered by the Institut für Anglistik und Amerikanistik will follow a shared syllabus and will conclude with a written exam on Tuesday, 14 February 2012, 9-12 (no alternative date!). — Required textbook: *Michael Meyer. English and American Literature*. 4th. ed. Tübingen: Francke, 2011. Further course materials, mandatory readings, and course requirements will be announced in the first meetings. Registration: RKS (exception: for the Blockkurs, please register by writing an email to the instructor by January 2012). Credit for: BA, Lehramt

Contemporary Cultures

Contemporary American Cultures, 1 st.

AMST - M 14.4 (1), BRST - M 14.4 (1), ENGS - M 14.w (1), ENGYM - M 14.4 (1), ENHS - M 14.w (1), ENHS - M 16.2 (1), ENLI - M 14.4 (1), ENRS - M 14.4 (1)

35 819	Mo 8-9, W 114	Cavanna
35 820	Mo 9-10, W 114	Cavanna

This class will introduce students to major developments in recent American culture. It will focus on important trends and crucial events since the 1990s and their historical and cultural significance. We will explore issues such as European-American relations;

American foreign policy; questions of race and ethnicity; American self-definitions; the role of memory in contemporary American culture/society; religious culture; popular culture; and specific recent events such as 9/11, landmark Supreme Court cases, or election campaigns and results. The media (e.g., newspapers, journals, and magazines) will serve as an important source for course materials, which will include textual, visual, and audio-visual representations of American society and culture. Requirements will include an oral presentation, in-class participation, and a final exam. Credit for: BA, Lehramt.

Bitte beachten: American Contemporary Cultures wird dieses WS 2011/12 letztmalig regulär angeboten (und nur bei Bedarf noch einmal im SS 2012).

Proseminare

American Literature I: From the Beginnings Through the 19th Century, 2 st.

AMST - M 16.3 (4), AMST - M 22.2 (4), ANG - M 06.2 (7), ANG - M 07.2 (7), BRST - M 22.2 (4), ENGS - M 22.w(4), ENGYM - M 23.2(4), ENHS - M 22.w(4), ENLI - M 13.w(4), ENRS - M 22.w(4)

35 821	Mi 8-10, R 008	Szlezak
35 822	Mi 16-18, PT 2.0.5	Fackler
35 823	Mi 18-20, PT 2.0.3A	N.N.

This course explores American literature from early written accounts of the "New World" through late-nineteenth-century realist writings. It is designed to help students develop their competence and skills as readers and interpreters of literary texts, which will be studied in their respective historical and cultural contexts. The course will first focus on early exploration narratives and selected texts from colonial America (such as a captivity narrative and early American poetry). We will then turn to a sample of nineteenth-century short fiction (e.g., Washington Irving, Henry James, Charlotte Perkins Gilman), a slave narrative by Frederick Douglass, Nathaniel Hawthorne's romance *The Scarlet Letter*, selected poems by Walt Whitman and Emily Dickinson. Course requirements include in-class participation, an oral presentation, reading quizzes, annotated bibliography, and an 8- to 10-page research paper in English — Required Texts: Nina Baym et al., eds., *The Norton Anthology of American Literature*, 7th ed., vols. A, B, and C, 2007. Credit for: BA, Lehramt

American Literature II: The 20th and 21st Centuries, 2 st.

AMST - M 13.3 (4), AMST - M 16.2 (4), ANG - M 06.2 (7), ANG - M 07.2 (7), BRST - M 13.3 (4), ENGS - M 13.2 (4), ENGS - M 22.2 (4), ENGYM - M 13.3 (4), ENHS - M 13.2 (4), ENHS - M 22.2 (4), ENLI - M 13.3 (4), ENRS - M 13.3 (4)

35 825	Mo 14-16, PT 3.0.76	Hofstätter
35 826	Fr 12-14, VG_0.14	Balestrini
35 827	Mo 12-14, H 12	N.N.
35 829ss	Block: 19.9. – 30.9.2011, VG 1.30; Vorbesprechung: Fr, 29.7.11, 12-16, PT 2.0.5	Leikam
35 828	Blockseminar im Feb./März/Apr. 2012	Leikam

This course explores representative 20th- and 21st-century American fiction (e.g., by F. Scott Fitzgerald, Art Spiegelman, and Toni Morrison), autobiographies, poems (e.g., by T. S. Eliot), and plays (e.g., by Eugene O'Neill and Donald Margulies). We will situate the texts in their cultural and historical contexts, and explore literary movements and concepts such as realism, naturalism, expressionism, modernism, postmodernism, feminism, and the cultural borderlands. The course deepens students' knowledge and skills with regard to American literature and American literary history, cultural and literary terms and concepts, the interpretation of literary texts, and scholarly writing. Requirements include in-class participation, an oral presentation, reading quizzes, annotated bibliography, and an 8- to 10-page research paper in English. All books will be available at Pustet's. — Registration: for the blockcourse directly with the instructor (per e-mail), for all other courses via RKS. — Required Texts: F. Scott Fitzgerald, *The Great Gatsby*. Eugene O'Neill, *The Emperor Jones*. Donald Margulies, *Dinner with Friends*. Nina Baym et al., eds., *The Norton Anthology of American Literature*, 7th ed., vols. C, D, E, 2007.

Cultural Studies Advanced

- 35 834 13 Acts, Laws and Amendments that changed the US
2 st., Do 14-16, ZH 6

Uppendahl

AMST - M 23.w (5), AMST - M 32.2 (5), ANG - M 16.2 (8), ANG - M 17.w (8), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32A.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5)

In this course we will be studying 13 laws, acts and amendments that have influenced and changed American society in the last hundred years. These laws and amendments will include the Taft Hartley Act (1947), an anti-union act; the Title IX clause of the 1972 Federal Education Amendment, which required that women's sports receive the same funding as men's and which is thus a milestone in the women's rights movement; the 1934 Hayes Censorship Act, which changed Hollywood and the way films were made forever. We will study the causes that led to the Clean Air (1970) and Clean Water (1972) Acts; Amendment 26 of the US Constitution, which gives 18-year-olds the right to vote; and Amendment 18, prohibiting the manufacture and sale of alcohol, among others. In each case we will study the reasons for the introduction of the act, law or amendment, the mechanics of their passage and, finally, how they influenced (or still influence) American society today. A course reader will be available at the beginning of the semester. Students will be required to present on a topic and write a research paper. Credit for: BA, Lehramt

- 35 835 Topical Issues in Contemporary American Culture
2 st., Do 08:30-10, PT 3.0.77

Balestrini

AMS - M 32.3 (8), AMS - M 33.2 / 3 (8), AMST - M 23.w (5), AMST - M 32.2 (5), ANG - M 16.2 (8), ANG - M 17.w (8), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32A.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5)

This class will explore major developments in recent American culture. Attention will be paid to important trends and crucial events since the 1990s and their historical and cultural significance. Issues to be discussed will include landmark U.S. Supreme Court cases; trends in American foreign policy and relations; demographical changes; major social and political controversies involving race and ethnicity; Native Americans; issues in education (e.g., admission policies, bilingual education, home schooling, creationism); American self-definitions and collective memory after 9/11; religion in America; American culture and violence; U.S. economy and business values; expressions of popular culture; recent election campaigns and results. — Participants from the old Lehramt-Studiengang are strongly advised to have completed "Introduction to American Studies"; all participants are expected to already have or to acquire a firm footing in American history and culture. Course materials will encompass textual as well as visual materials which allow for a discussion of America's many tensions, paradoxes, and promises. — Requirements will include an oral presentation, in-class participation, and an 8- to 10-page research paper. Credit for: BA, MAS, Lehramt

- 35 836 The American Media Presidency in the Twentieth Century
2 st., Do 16-18, PT 2.0.3A

Depkat

AMS - M 32.3 (8), AMS - M 33.2 / 3 (8), AMST - M 23.w (5), AMST - M 32.2 (5), ANG - M 16.2 (8), ANG - M 17.w (8), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32A.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5), EAS-M31.3/4 (8), EAS-M33.1/2/3 (8), EAS-M34.1/2/3 (8)

In the twentieth century, the media and communications revolution entered into a new round and accelerated dramatically. The 1920s were the Radio Days, in the 1930s the movies learned to talk, the 1950s saw the advent of television (a medium that was radically diversified by the arrival of cable tv in the 1980s), and the 1990s experienced the

first stirrings of the internet and e-mail. With this media revolution hand in hand went a deep transformation of America's political culture: Franklin D. Roosevelt skillfully used the radio to communicate directly with the American people, the election of 1960 was arguably the first to be decided by the televised debate between Richard Nixon and John F. Kennedy, and Barack Obama was the first presidential candidate to make innovative use of the new communicative possibilities offered by the internet. All the while, images (in the form of photographs or film) acquired an ever higher degree of importance for the way in which political communication went in the United States. Structured by a series of case studies spanning the period from 1920 to 2008, this seminar will investigate into the formation and repeated transformations of the American media presidency in the twentieth century. — Requirements: presentation and an essay (10 to 15 pages) — Reading: A reader containing all course materials will be available at the beginning of the term. Credit for: BA, MAS, MEAS, Lehramt

35 837 American Spaces: Building Many Americas or Uniting the States

2 st., Block: Do, 20.10., 12-14, ZH6 + Do, 15.12., 12-14; the remaining sessions betw. Feb. 13 – 22, the exact schedule will be announced at the meeting on Oct. 20 Gessner

AMS - M 32.3 (8), AMS - M 33.2 / 3 (8), AMST - M 23.w (5), AMST - M 32.2 (5), ANG - M 16.2 (8), ANG - M 17.w (8), ENGS - M 22.w (5), ENGYM - M 23.w (5), ENGYM-M32A.2 (5), ENHS - M 22.w (5), ENRS - M 22.w (5), EAS-M31.3/4 (8), EAS-M33.1/2/3 (8), EAS-M34.1/2/3 (8)

Taking our cue from the U.S. seal's motto "E Pluribus Unum" we will ponder the adaptability of these words. The dictum has been called upon by Barack Obama in his much acclaimed speech on race during his presidential campaign in March 2008: "that this nation is more than the sum of its parts – that out of many, we are truly one." Yet, by 2011 with the economy in crisis and a deep polarization of U.S. politics division rather than unity seems to mark the country. In light of the social and cultural realities of the United States the possibility of an "E Pluribus Plures" version has been suggested. Using various American spaces as test cases, we will focus on the role of these spaces, of public art and architecture, and of textual interpretation in shaping the spatial appearance of 'America' as well as its sense of self. Working at the intersection of the concepts of space, identity and ethnicity, we will see how unity and difference are negotiated through artistic creation and the appropriation of landscapes and cityscapes. We will examine political and cultural tensions between the need for a national consensus on the one hand and the interests of (ethnic) groups to rewrite the national narrative and/or inscribe themselves into it on the other. Issues addressed in this seminar might include, but are not limited to: iconic American spaces in nature and culture (e.g. Little Bighorn Battlefield National Monument, or Philadelphia's Liberty Bell Center); (re)constructions of urban spaces (e.g. the Mall in Washington, DC, or post-Katrina New Orleans) and spaces of terror and tragedy (e.g. the reconstruction of Ground Zero and the memorialization of 9/11). Course requirements include: an oral presentation, an annotated bibliography, and an 8-10-page research paper in English. A course reader will be available on Kurssoft at the beginning of the term. — Requirements include: an oral presentation, an annotated bibliography, and an 8-10-page research paper in English. A course reader will be available on Kurssoft at the beginning of term. Credit for: BA, MAS, MEAS, Lehramt

Hauptseminare

35 838 American Speeches

2 st., Di 14-16, ZH 6

Hebel

AMS - M 32.1 (10), AMS - M 33.1/2/3 (10), AMST - M 32.3 (7), ANG - M 16.1 (10), ANG - M 17.1 (10), EAS-M31.1/4 (10), EAS-M33.1/2/3 (10), ENGS - M 22.w (7), ENGYM-M32A.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

From early colonial times until the immediate present, the course of American cultural history and U.S. American politics has been shaped decidedly by rhetoric and great orators. Famous speeches have contributed decisively to the construction, contestation, and revision of notions of 'America' and 'Americans', from the sermons of seventeenth-century Puritan preachers and the orations of eighteenth-century American revolutionaries to the speeches and (inaugural) addresses of nineteenth- and twentieth-century social reformers, politicians, and presidents. The diverse panorama of views of 'America' from the inside and the outside has been determined by the speeches of presidents such as Abraham Lincoln, Franklin Delano Roosevelt, John F. Kennedy, and Barack Obama as well as by the oppositional voices of Native American and African American orators from Chief Seattle to Malcolm X and many others. The seminar will discuss major examples of American rhetoric in their respective historical contexts in order to explore the cultural and political power of both individual speeches and particular oratorical conventions. Speeches since the early twentieth-century will also be considered in regard to their performative dimensions, esp. in cases where video documentation is available. — Course materials: Speeches discussed in class will mostly be taken from <http://www.americanrhetoric.com>. A syllabus and bibliography will be mailed to registered participants by early October 2011. — Requirements for credit: readings/viewings; (group) presentation; preparatory notes; annotated bibliography, term paper. Credit: BA, MAS, MEAS, Lehramt

35 839 The War of 1812 and American Identity

2 st., Di 16-18, ZH 4

Depkat

AMS - M 32.1 (10), AMS - M 33.1/2/3 (10), AMST - M 32.3 (7), ANG - M 16.1 (10), ANG - M 17.1 (10), EAS-M31.1/4 (10), EAS-M33.1/2/3 (10), EAS-M34.1/2/3 (10), ENGS - M 22.w (7), ENGYM-M32A.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

From many angles, the War of 1812 appears as America's oddest war. It was officially declared to sanction British abuses of American trade, which had disappeared by the time Congress voted for war. Once declared, the war boosted American nationalism carried by a militant anglophobia, which, however, lacked determination to really mobilize all resources for the war effort. Warfare, therefore, was half-hearted and – particularly on the American side – chaotic. Great Britain, wound up in a titanic struggle with Napoleonic France, did not want to wage war, and the U.S. lacking a standing army and military expertise could not do it. America's capital Washington D.C. was first sacked and then abandoned by the British; America's most glorious victory – the one at New Orleans in 1815 – was achieved after the Peace of Ghent had already been signed in December 1814. The war ended in a draw with the Peace of Ghent only reestablishing the status quo ante bellum. As the U.S. did not really win the war, Americans chose to forget it, and to this very day "Mr. Madison's War" still is a largely forgotten conflict. Yet, the war boosted American nationalism, produced another charismatic military hero to become president in the footsteps of George Washington (Andrew Jackson), gave us the text of the Star Spangled Banner, America's national anthem, and completed America's independence from Great Britain in many ways. Drawing on a wide selection of diverse historical documents, the seminar will investigate the history of the War of 1812 and its relevance for the construction of American national identity. — Requirements: presentation and term paper (15 to 20 pages) — Reading:

Hickey, Donald R. *The War of 1812: A Forgotten Conflict*. Urbana: Illinois UP, 1989.

Stagg, J.C.A. *Mr. Madison's War: Politics, Diplomacy and Warfare in the Early Republic*. Princeton, N.J.: Princeton UP, 1983.
 Remini, Robert V. *The Battle of New Orleans: Andrew Jackson and America's First Military Victory*. New York: Penguin, 2001.
 Credit for: BA, MAS, MEAS, Lehramt

35 840 The Politics of Poetry

2 st., Mi 08:30-10, PT 2.0.3A

Balestrini

AMS - M 32.1 (10), AMS - M 33.1/2/3 (10), AMST - M 32.3 (7), ANG - M 16.1 (10), ANG - M 17.1 (10), EAS-M31.4 (10), EAS-M33.1/2/3 (10), EAS-M34.1/2/3 (10), ENGS - M 22.w (7), EN GYM-M32A.3 (7), ENHS - M 22.w (7), ENRS - M 22.w (7)

In this seminar, we will contemplate multiple ways in which poetry by twentieth- and twenty-first-century authors has been a player in sociopolitical relations. Besides the immediate usage of poetry as a political tool in the struggle for attaining political goals in American society, the links between poems – both printed and performed – as effect- and affect-oriented expressions of individual or group identity, of particularism (identity politics), and of cultural politics will be parts of our inquiry. We will study the publication and reception contexts of North American poets of various ethnic origins and social contexts, ranging from printed and anthologized poetry via works published by very small presses or online to poetry featured in popular music distributed through audio-CDs or audiovisual means (such as music videos). We will address issues such as: why does the U.S. federal government appoint a poet laureate? How has the World Wide Web contributed to the demise or the flourishing of American poetry? How can we research phenomena such as performance poetry, poetry slams, rap, and hip-hop from a cultural studies perspective? Which standing and function does which particular theory and practice of poetry have in which segments of American society? Texts: A reading list will be available on Kurssoft shortly before the beginning of the semester. — Course requirements: in-class participation, presentation, paper proposal with annotated bibliography, two 8- to 10-page research papers or one 16- to 20-page paper. Credit: BA, MAS, MEAS, Lehramt

Oberseminare

35 841 Recent Research in American Studies

2 st., Do 12-14, ZH 6

Hebel

AMS - M 35.1 (6), EAS-M36.1 (6)

The course provides a forum of scholarly exchange in the field of American Studies. Students who are currently working on their doctoral and master's theses will present their projects and invite critical responses from the audience. American Studies research projects currently pursued or in the planning stage at the University of Regensburg will be presented for critical examination. Special guest lectures and round tables with international scholars visiting Regensburg American Studies will also be part of the course program and will give course participants the opportunity to share their ideas with external experts in their respective fields. — The schedule will be available by early October 2011 (and be mailed to students registered for the course). Credit: MAS, MEAS

Reviews

35 843 Review American Literature

1 st., Mi 17-18

Bauridl

AMST - M 22.w (1), BRST - M 22.w (1), ENGS - M 22.w (1), ENGYM - M 23.w (1), ENHS - M 22.w (1), ENRS - M 22.3 (1)

This course is designed to frame and focus students' familiarity with major forces and developments in American literary and cultural history from the early colonial period until the immediate present. Representative selections of primary materials from different fields of literary and cultural production, including visuals, will be analyzed and contextualized. Discussions of key concepts of American literature and culture will provide a foil against which the primary materials will be read. Theoretical approaches and influential works of literary and cultural criticism will be incorporated wherever necessary. — Course requirements: in-class participation, presentation, final exam. — Texts: Baym, Nina et al., eds. *The Norton Anthology of American Literature*. 7th ed. New York: Norton, 2007; selections from other sources will be made available on *Kurssoft* or as handouts. Recommended text for reviewing historical contexts: Boyer, Paul et al., eds. *The Enduring Vision: A History of the American People*. 6th or 7th ed. Boston: Houghton Mifflin 2008 or 2011. Credit for: Lehramt Realschule.

35 845 Seminar für Examenskandidaten

2 st., Do 18-20 14-tägig, PT 2.0.3A

Depkat

Writing a Magisterarbeit, a Zulassungsarbeit or a Bachelorarbeit is a challenging task that is prone to make you lonely. Presenting one's project to others, and having it discussed by fellow students helps a lot to clarify things and overcome isolation. With this seminar, I want to offer students who are either in the process of writing their Abschlussarbeit or about to begin with it the opportunity to present their projects to an interested audience.

Kurse in der Eingangsphase der MA-Programme

35 846 Reading and Discussion: American Literary and Cultural History

2 st., Mi 10-12, ZH 6

Hebel

AMS - M 31.2 (8)

The course is designed as an advanced review course for incoming students in the M.A. program in American Studies. Students enrolled in the 'old' LPO I *Lehramt Gymnasium* are most welcome to participate as part of their preparation for the final exams (but must have completed all their course requirements before attending the course). The course is to frame and focus students' familiarity with major forces and developments in American cultural and literary history from the early colonial period until the immediate present. In-class discussions will be based on representative selections of primary materials from different fields of literary and cultural production, including in particular samples of visual documents. Reviews of major theoretical approaches and influential works of cultural criticism and literary history will be incorporated into the chronological review of American cultural and literary history. — A detailed syllabus will be mailed to students registered for the course by the beginning of October 2011. — Requirements for credit in the master's program: presentation, final paper.

35 848 Readings in European-American Cultural Relations

2 st., Mi 08:30-10, PT 1.0.2

Depkat

EAS-M30.1 (8)

On the basis of key texts and visual documents, we will discuss mutual perceptions, political interaction, social ties, and cultural exchange between Europe and the United

States over the centuries. Among the topics covered in this course are Europe's colonial expansion into the New World, eighteenth-century debates about progress and decline, European-American relations in the "Age of Atlantic Revolutions," migration history, American capitalism and notions of modernity, the 'Americanization' of Europe, and the role of the U.S. in postmodern mindsets. —Requirements: presentation and final exam. —Reading: A reader containing all course materials will be ready for pick-up at the beginning of the term. Credit for: MEAS

35 847 Fundamentals: Approaches, Concepts, Theories

2 st., Do 08:30-10, ZH 6

Bauridl

AMS - M 31.1 (8), ANG - M 16.2 (8), ANG - M 17.w (8), EAS-M30.2 (8)

The course traces methods and theoretical perspectives within the field of American Studies from its beginnings to the historical, political, visual, performative, spatial, and transnational turns of New American Studies and European American Studies. The course provides an introduction to graduate work in American Studies and European American Studies and offers a broad understanding of theoretical concepts defining both fields. We will trace the development of the discipline by looking at the kinds of scholarly works that have made up the corpus of American Studies over time, including texts by European Americanists as well as programmatic *American Quarterly* articles. Course requirements include regular attendance, active in-class participation, an oral presentation, a critical review (6-7 pages), and one annotated bibliography defining a subset of works in American Studies methods, theories, or topics. A course reader will be available. —Recommended Material:

Maddox, Lucy, ed. *Locating American Studies: The Evolution of a Discipline*. Baltimore, MD: Johns Hopkins UP, 1999.

Pease, Donald E., and Robyn Wiegman, eds. *The Futures of American Studies*. Durham, NC: Duke UP, 2002.

Rowe, John Carlos, ed. *Post-Nationalist American Studies*. Berkeley: U of California P, 2000.

American Literary History. Spec. issue *Twenty Years of American Literary History: The Anniversary Volume* 20.1-2 (2008).

Credit for: MAS, MEAS

35 849 Academic Writing (M.A. course)

2 st., Do 10-12, PT 3.0.76

Balestrini

AMS - M 31.3 (4), BLK - M 31.2 (4), EAS-M30.3 (4), ELG - M 31.2 (4)

This course is specially designed to meet some of the targets of the new Master's programs and aims to guide students through the complexities of organizing and drafting an advanced research paper. Besides the acquisition of language and information management skills, students will learn how to read their drafts as their potential readers might so that they can recognize unnecessarily difficult or empty passages and then revise them effectively. We will analyze and critically evaluate different text types from the fields of literary studies, linguistics, and cultural studies in order to acquire the basic literacy skills necessary for the writing of convincing academic discussions. Participants will also gain insight into the vast area of general and specific sources which are indispensable for a successful academic approach to a topic and learn how to distinguish between sources which are both valuable and reliable and those which are not. By the end of this course, students should be able to approach a topic in an analytical way, select appropriate information, discuss contrary views, and master text cohesion and academic style in their own writing. Prerequisites for a Schein will be regular attendance, active participation in analytical in-class discussions, oral presentations on research projects, and two short essays (one research proposal and one critical analysis) on topics relating to either literary studies, linguistics, or cultural studies. — Texts: Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams, eds. *The Craft of Research*. 3rd ed. Chicago: U of Chicago P, 2008; information on further readings will be given in class.

Credit for: all MAs of Department of English and American Studies.

Kurse anderer Lehrstühle und Institute in den Master-Programmen MAS und MEAS
(Raumangaben: siehe Vorlesungsverzeichnis des jeweiligen Instituts)

Vorlesung

- 33 304 *Brennpunkte der Weltpolitik* Bierling
Di 16-18, 8 CP; EAS-M31.2; EAS-M31.4; EAS-M34.1-3
Anmeldung: elektronisch während der Vorlesungszeit

Übung

- 33 327 *Simulation Conference National Model United Nations (NMUN)* Edelmann
8-18 täglich, 1.-5. April 2012 oder 3.-7. April 2012, 8 CP; EAS-M31.4, EAS-M34.1-3
Anmeldung: Bewerbung bis 4. Juli 2011 bei der Professur für Internationale Politik; Informationen zum Programm auf der Homepage unter „Exkursionen“
- 33 328 *The United Nations: Norms, Structures, Processes (Preparatory course for the NMUN conference)* Edelmann
Mi 18-20, 8 CP, EAS-M31.4, EAS-M34.1-3
Anmeldung: automatisch bei erfolgreicher Bewerbung für Kurs 33327
- 33 329 *America's Wars in Afghanistan and Iraq* Groitl
Mo 14-16, 8 CP, EAS-M31.4, EAS-M34.1-3
Anmeldung: elektronisch im RKS vor Beginn der Vorlesungszeit
- 33 359 *Praxisseminar: Regensburg Model United Nations 2010 (Blockseminar)* Jungbauer
8-20 täglich, 9.-11. Dezember 2011
Nicht-Politikwissenschaftler erhalten einen Schein mit 3LP; Anmeldung: Bitte Aushänge bzw. aktuelle Mitteilungen auf der Homepage beachten

Hauptseminar

- 33 336 *Der Irakkrieg*, Mi 10-12, 10 CP, EAS-M31.4, EAS-M34.1-3 Bierling
Anmeldung: elektronisch im RKS vor Beginn der Vorlesungszeit

Die Fristen für die elektronische Kursanmeldung werden zu gegebener Zeit auf der Homepage des Instituts für **Politikwissenschaft** (Rubrik „Lehrveranstaltungen“) veröffentlicht.

Nicht gestufte Übungen

- 35 787 Blockseminar: Irish History and Culture (Irland-Exkursion)
2 st., Termine: s. Aushang an PT 3.2.44 Lenz
weitere Informationen siehe Rubrik „Anglistik/Cultural Studies Advanced“
- 35 854 Video Hour Amerikanistik
2 st., Mo 18-21, H 6 Balestrini et al.
Bitte beachten Sie die aktuellen Aushänge
- 35 855 Scots Gaelic
2 st., Zeit und Ort: s. Aushang Dunphy
- 35 856 Tandem Mentoring
2 st., Zeit und Ort: s. Aushang Uppendahl
- 35 857 DAAD / TA Großbritannien (Beratung, Informationsveranstaltung)
1 st., Zeit und Ort: s. Aushang Waller
- 35 858 RUPs, too
2 st., Zeit und Ort: s. Aushang Kohen

Sprachpraxis

Basismodul

General Language Course A (entspr. GLC II), 3 st.

AMST - M 11.1 (3), *ANG* - M 01.2 (4), *BRST* - M 11.1 (3), *ENGS* - M 11.1 (3), *ENGS* - M 15.1 (3),
ENGYM - M 11.1 (3), *ENHS* - M 11.1 (3), *ENHS* - M 15.1 (3), *ENLI* - M 11.1 (3), *ENRS* - M 11.1 (3)

35 860	Mo 8-11, ZH 4	Kohen
35 861	Mo 8-11, PT 1.0.2	Waller
35 863	Mo 11-14, ZH 6	Hill
35 864	Mo 11-14, PT 2.0.3A	Thurston
35 865	Mo 11-14, VG_2.38	Herfeld
35 866	Mo 14-17, ZH 4	Arrington
35 867	Mo 14-17, ZH 5	Gebauer
35 868	Mo 17-20, ZH 4	Arrington
35 869	Mo 17-20, ZH 5	Gebauer
35 870	Mi 12-15, PT 2.0.3A	Kohen
35 871	Mi 12-15, VG_0.15	Thurston
35 872	Do 8-11, ZH 5	Thurston
35 873	Do 8-11, PT 1.0.2	Arrington
35 874	Do 17-20, ZH 5	Gebauer
35 875	Do 17-20, ZH 4	Waller

The prerequisite for GLC A is the successful completion of the *EFV*, i.e. formal admittance to the program. GLC A combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level, and is intended to prepare students for the kinds of work they should be doing in their first few semesters at an academic institution. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the majority of the in-class time will be spent on units of readings that give students insight into various English-speaking cultures, which will then stand them in good stead in their literature, linguistic and cultural studies courses. Work on grammar will be contextualized, and while certain problems in English grammar will receive attention, students are expected to have an advanced command of the grammar before they enrol in GLC A. The writing component of the course is intended to bolster the range of expression the students have and to reinforce concepts of writing at the university level. Translation will be approached from the aspect of contrastive analysis with German and will serve to improve fluency in English as well as give students practice in dealing with syntax, lexis and grammar. It is recommended that students take GLC A in their first or second semesters, as the course helps to lay the groundwork for other courses. At the end of GLC A or B there will be an oral exam that tests pronunciation, flow and intonation. Those who do not pass the exam will be sent to the language lab to practice and improve before they are re-tested. — The blockseminar is particularly recommended for students who are retaking GLC A. Please bring the course reader (available at Digitalprint, Ludwig-Thoma-Str., right before the course begins) as well as the books listed below to the first session. Students who are taking the course for the first time may want to begin working through the first five units of the *Lernwortschatz* before the course begins. The first five units will be tested on the final exam. — Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. — Materials: GLC A course pack - available at *Digital-Print* in the *Ludwig-Thoma-Str.*

Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 1-5 will be tested.

Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002.

Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005.

Note: The final exam for the regular semester-courses will be held on Sat., 4.2.2012. There will be no alternate exam date.

Composition (Introduction to Academic Writing), 2 st.

AMST - M 11.3 (3), ANG - M 01.3 (3), BRST - M 11.3 (3), ENGS - M 11.3 (3), ENGS - M 15.w (3), ENGYM - M 11.3 (3), ENHS - M 11.3 (3), ENHS - M 15.w (3), ENLI - M 11.3 (3), ENRS - M 11.3 (3)

35 881	Do 10-12, PT 2.0.3A	Cavanna
35 882	Do 14-16, PT 1.0.2	Dunphy
35 884	Fr 14-16, ZH 6	Uppendahl
35 885	Di 8-10, PT 1.0.2	Herfeld
35 886	Di 10-12, PT 2.0.3A	Herfeld
35 886a	Fr 8-10, PT 1.0.2	Hill
35 894ss	Block: 19.9.-30.9-2011, 9-12:30	McIntosh-Schneider
35 887	Block: 4.10. -14.10.2011, 9-12:45	Hill
35 888	Block: 26.9. – 7.10.11, 8.30-12	Herfeld
35 889	Block: 5.3.- 16.3. 2012, 9-12:30	Hill
35 890	Blockseminar (März/April), Zeit u. Raum s. Aushang	Thurston

It is highly recommended to take this course during the first two semesters, ideally after having completed GLC A, yet either before or together with the first *Proseminar*. Students are already expected to possess satisfactory writing skills in English, including basic knowledge of paragraph and essay development. As the course title suggests, emphasis will be placed on doing academic work. Course requirements will include several written assignments and a short research paper. Details about the course pack will be announced in the first week of the semester. Required book: Fowler, Ramsey H., and Jane E. Aaron. *The Little, Brown Handbook*. 11th international ed. New York: Pearson-Longman, 2009. — Registration via RKS (exception: for course 35894ss per e-mail with the teacher).

Exercises in English Pronunciation, 1 st.

ENGS - M 15.2 (1)

35 894	Mi 8-9, S 014B (BrE)	Hill
35 895	Mi 9-10, S 014B (BrE)	Hill
35 895a	Fr 10-11, PT 1.0.2 (BrE)	Hill
35 896	Mi 12-13, S 008 (AmE)	Gebauer
35 897	Mi 13-14, S 008 (AmE)	Gebauer

All students will do practical phonetics in GLC A and will need to pass the phonetics certificate before they can proceed to GLC C. Details of the exam for this new certificate will be posted in the department. Those who fail must take the lab course "Exercises in English Pronunciation". Also, the lab course is a compulsory component for Lehramt Grund-/Hauptschule who take English as a *Didaktikfach*. Others may take the lab course on a voluntary basis if places are free.

General Language Course B (entspr. GLC III), 3 st.

AMST - M 11.2 (4), ANG - M 01.4 (6), BRST - M 11.2 (4), ENGS - M 11.2 (4), ENGS - M 15.w (4), ENGYM - M 11.2 (4), ENHS - M 11.2 (4), ENHS - M 15.2 (4), ENLI - M 11.2 (4), ENRS - M 11.2 (4)

35 900	Mo 8-11, ZH 6	Hill
35 901	Mo 8-11, PT 2.0.3A	Thurston
35 902	Mi 12-15, ZH 6	McIntosh-Schneider

35 903	Do 14-17, ZH 4	McIntosh-Schneider
35 904	Do 14-17, ZH 5	Gebauer
35 905	Fr 8-11, ZH 6	Cavanna
35 906	Fr 8-11, S 014B	Thurston
35 907	Fr 11-14, PT 2.0.3A	Hill
35 908	Fr 11-14, ZH 6	Cavanna

The prerequisite for GLC B is the successful completion of GLC A, or the old GLC II. Moreover, it is highly recommended that students who earned a mark of 3 or less in GLC A do some supplemental work in order to improve before advancing to GLC B. GLC B combines work in the skill areas of vocabulary, grammar, reading, and translation, all at an advanced level. Vocabulary acquisition and pronunciation are to be worked on outside of class, and the bulk of the in-class time will be spent on units of readings that explore aspects of language and society in Great Britain and the USA. Students will be expected to have a solid background in the area of cultural studies and this course will build upon that. Grammar will be contextualized as in GLC A, although an even more sophisticated approach to the analysis of grammatical functions will be expected. The goal of the writing component of the course is to have students producing texts of near-native fluency and correctness. Translation will also be approached from the aspect of contrastive analysis, although the focus will be on longer texts for the purposes of increasing cohesion and idiomatic quality and refining style. It is recommended that students take GLC B in their second (B.A.) or third (Lehramt) semesters. — Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. — Materials: GLC B course pack, available from *Digital-Print* in the *Ludwig-Thoma-Str.*

Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 6-12 will be tested.

Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002.

Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005.

Note: The final exam will be held on Sat., 4.2.2012. There will be no alternate exam date

Focus on Grammar Practice, 1 st.

35 911	Mi 18-20 14-tägig, PT 1.0.2	Waller
35 912	Mi 18-20 14-tägig, PT 1.0.2	Thurston

In this course we plan to cover points that need revision. There will be one small student project and otherwise we will spend our time working on grammar problems. We will also cover topics that are relevant to GLC A and B, in addition to areas that we feel are particularly weak in students' work. The course is aimed at students of all levels and could be taken at any time during your studies

Vertiefungsmodul

General Language Course C (entspr. GLC IV), 3 st.

AMST - M 21.2 (4), AMST - M 24.1 (4), ANG - M 10.1 (8), ANG - M 11.1 (8), BRST - M 21.2 (4), BRST - M 24.1 (4), ENGS - M 15.w (4), ENGS - M 21.2 (4), ENGYM - M 21.2 (4), ENHS - M 21.2 (4), ENLI - M 21.2 (4), ENLI - M 24.1 (4), ENRS - M 21.2 (4)

35 915	Mo 11-14, ZH 4	Kohen
35 916	Mo 11-14, PT 1.0.2	Waller
35 917	Mi 15-18, PT 2.0.3A	Kohen
35 918	Mi 15-18, ZH 6	Waller
35 920	Do 11-14, PT 1.0.2	Uppendahl
35 921	Do 11-14, ZH 5	McIntosh-Schneider
35 922	Fr 8-11, PT 2.0.3A	Uppendahl

The prerequisite for GLC C is the successful completion of GLC B (or GLC III), which also includes the completion of the pronunciation requirement (see GLC A). As is the case for GLC B, it is highly recommended that students who receive a mark of 3 or less obtain help in the form of supplemental practice in order to improve their level. GLC C is the forum in which students are required to demonstrate the language, knowledge and practical skills they acquired in the *Basismodul*. As in GLC A and B, GLC C has structured components such as vocabulary requirements and units of readings; however, the onus will be even more on the students in terms of active participation and commitment to the assigned tasks. Applied grammar is the focus of the course, and this will mainly evidence itself in the form of various writing tasks and translations. In keeping with the advanced level of the course, the writing and translations will be longer texts which require sophisticated language and analysis. The readings will consist of thematic units building upon the knowledge of culture and language acquired in previous semesters. Moreover, oral components such as debates will be added to the course requirements, so that not only *what* you say but *how* you say it becomes a measure of success. It is recommended that students take GLC C about in their fifth semester (before moving on to "Grammar"!).

— Course requirements: in-class participation, oral reports, written assignments and final exam as laid out in course pack. — Materials:

Hoffmann, H. G., and M. Hoffmann. *Großer Lernwortschatz Englisch*. 2nd ed. Ismaning: Hueber, 2003. Units 13-20 will be tested.

Sammon, Geoff. *Exploring English Grammar: Anglistik - Amerikanistik*. Berlin: Cornelsen, 2002.

Swan, Michael. *Practical English Usage*. 3rd ed. Oxford: OUP, 2005.

Note: The final exam will be held on Sat., 4.2.2012. There will be no alternate exam date

Sprachmittlung Übungskurs

35 929 Mo 10-11, VG 2.38

Herfeld

This course is intended for all students who want to practice translation skills before attending the course which is part of their compulsory schedule. We will look at old tests and focus on specific phenomena worth knowing when working on a translation.

Sprachmittlung (LA nicht vertieft) -entspr. ED-Übers. gem. LPO I (2002) §48, 2 st.
 AMST - M 21.w (3), AMST - M 24.w (3), ANG - M 10.w (4), ANG - M 11.w (4), BRST - M 21.w (3), BRST - M 24.w (3), ENGS - M 21.4 (3), ENHS - M 21.4 (3), ENLI - M 21.w (3), ENLI - M 24.w (3), ENRS - M 21.4 (3)

35 930 Fr 8-10, PT 3.0.76

Herfeld

35 931 Fr 10-12, S 024

Pankratz

35 932 Mo 8-10, VG 2.38

Herfeld

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden. Das Unterrichtsziel bleibt jedoch die gute Übersetzung. Auf dem Weg dahin sollen wöchentlich verschiedene Texte unterschiedlichster Herkunft übersetzt werden. Dabei werden grammatische Strukturen kontrastiv diskutiert sowie stilistische Prinzipien und Übersetzungstechniken in Anlehnung an Hohenadl/Will behandelt (Hohenadl, Christa und Renate Will. 1994. *Into German*. München: Hueber). Parallel dazu wird von Ihnen eine Erweiterung Ihres Wortschatzes basierend auf Humphreys *Your Words, Your World* (Humphrey, Richard. 2005. *Your Words, Your World*. Stuttgart: Klett) erwartet. – Der Leistungsnachweis ergibt sich aus zwei Übersetzungsklausuren, von denen die erste einen Vokabeltest beinhaltet. Damit die Gleichwertigkeit der Parallelkurse gesichert ist, werden die Klausuren zu einem gemeinsamen Termin, üblicherweise freitags am Nachmittag, stattfinden. — Wenn Sie den Blockkurs besuchen, sollten Sie Kap. 15-28 aus Humphrey bereits vor Kursbeginn gelernt haben). — Registration: online über RKS (ausser für 35 933ws: Anmeldung per e-mail direkt beim Kursleiter). — Hinweis: Sprachmittlung sind diejenigen Kurse, in denen Sie den nach LPO I (2002) §48 (nicht vertieft) bzw. §68 (vertieft) für die Anmeldung zum Staatsexamen erforderlichen Schein machen können. Die Einteilung ist relativ neu. Sollten

Sie im gymnasialen Studiengang aus früheren Semestern schon einen Schein „Sprachmittlung 1“ haben, gilt dieser auch als „Sprachmittlung vertieft“.

Grammar (entspr. Grammar V), 2 st.

ENGs - M 21.1 (3), ENGYM - M 21.1 (3), ENHS - M 21.1 (3), ENRS - M 21.1 (3)

35 934	Mo 12-14, H22	Kautzsch
35 935	Di 14-16, H23	Lenz
35 936	Mi 14-16, H 8	Lenz

Grammar is a lecture designed to provide advanced students with the thorough knowledge and skills in grammar theory and analysis, which are indispensable prerequisites for attending the subsequent course *Language Analysis*. It is therefore most important that students attend *Grammar* before moving on to *Language Analysis*. *Grammar* focuses on the most relevant aspects of the English verb (time relationship, aspect, subjunctive/modal past, genus verbi, modals, non-finite structures, backshift) and the English noun phrase (plurals, genitives, concord, determination, modification, quantification) as well as on the adjective, adverb, clause types, and syntax. — Compulsory purchase: Douglas Biber/Susan Conrad/Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (Harlow: Pearson Education Limited, 2002; 8th impression 2009) + *ibid. Workbook* (both available at *Pustet's*).

*Please note: Students who commenced their studies in the winter term of 2008/09 (new LPO I, 13.03.2008) will have to pass a final test at the end of *Language Analysis* (see below) to acquire credit points. — **Note:** There will be no separate exam after the *Grammar* lecture. Instead, the thorough knowledge of grammar theory and a solid command of analytical skills as conveyed in the lecture will be tested inclusively in the *Language Analysis* exam.

Language Analysis (Sprachbeherrschung VI), 2 st.

ENGs - M 21.3 (3), ENGYM - M 21.3 (3), ENHS - M 21.3 (3), ENLI - M 21.w (3), ENLI - M 24.w (3), ENRS - M 21.3 (3)

35 938	Di 16-18, PT 2.0.3A	Lenz
35 939	Do 14-16, PT 2.0.3A	Lenz

This course is specially designed for those students who are about to take their *Staatsexamen* (SLN Sprachbeherrschung, old LPO I, 7.11.2002)* in the near future and who wish to brush up their knowledge of the precise analysis and discussion of grammatical structures. Participants are expected to have a solid command of grammar and syntax, both in theory and practice. **It is therefore indispensable to attend the lecture “Grammar” before proceeding to “Language Analysis”.**

*Please note: Students who commenced their studies in the winter term of 2008/09 (new LPO I, 13.03.2008) will have to pass the final test in *Language Analysis* at the end of the term to acquire credit points in their *Vertiefungsmodul Sprachpraxis*.

Weitere Sprachpraktische Kurse

Sprachmittlung (LA vertieft) - entspr. ED-Übers. IV gem. LPO I (2002) §68, 2 st.

AMST - M 21.w (4), AMST - M 24.w (3), ANG - M 10.w (4), ANG - M 11.w (4), BRST - M 21.w (3), BRST - M 24.w (3), ENGYM - M 31.1 (3), ENLI - M 21.w (3), ENLI - M 24.w (3)

35 940	Mi 8-10	Kautzsch
35 942	Do 16-18, PT 1.0.2	Biermeier
35 943	Fr 10-12, ZH 5	Herfeld
35 941	Mi 18-20	Stelter
35 944	Blockkurs in der vorlesungsfreien Zeit	Herfeld

Übersetzen ist eine Fertigkeit, wenn nicht gar eine Kunst. Selbstverständlich kann sie nicht in einem einzigen Semester erlernt werden. Das Unterrichtsziel bleibt jedoch die gute Über-

setzung. Auf dem Weg dahin sollen wöchentlich verschiedene Texte unterschiedlichster Herkunft übersetzt werden. Dabei werden grammatische Strukturen kontrastiv diskutiert sowie stilistische Prinzipien und Übersetzungstechniken in Anlehnung an Hohenadl/Will behandelt (Hohenadl, Christa und Renate Will. 1994. *Into German*. München: Hueber). Parallel dazu wird von Ihnen eine Erweiterung Ihres Wortschatzes basierend auf Humphreys *Your Words, Your World* (Humphrey, Richard. 2005. *Your Words, Your World*. Stuttgart: Klett) erwartet. – Der Leistungsnachweis ergibt sich aus zwei Übersetzungsklausuren, von denen die erste einen Vokabeltest beinhaltet. Damit die Gleichwertigkeit der Parallelkurse gesichert ist, werden die Klausuren zu einem gemeinsamen Termin, üblicherweise freitags am Nachmittag, stattfinden. — Hinweis: Sprachmittlung vertieft u. nicht vertieft sind diejenigen Kurse, in denen Sie den nach LPO I (2002) §48 bzw. §68 für die Anmeldung zum Staatsexamen erforderlichen Schein machen können. Diese Einteilung ist relativ neu. Sollten Sie im gymnasialen Studiengang aus früheren Semestern einen Schein „Sprachmittlung 1“ haben, gilt dieser auch als „Sprachmittlung vertieft“.

General Language Course V, 4 st.
ANG - M 10.2 (8), ANG - M 11.w (8)

35 945 Di 8-10, ZH 4; Do 8-10, ZH 4
35 946 Fr 12-16, ZH 5
35 947 Fr 12-16, H22

Wasmeier
Gebauer
Renner

GLC V is a necessary component of the *Oberkursschein Lehramt vertieft* §68 according to the “old” LPO I (begin of studies: before WS 08/09), and it is a compulsory part of the *Aufbaumodul Sprachpraxis* for *Magister*-students (*Hauptfach*). This course sets out to offer advanced work in various skills: translation G-E, essay-writing, practice in spoken English, and will focus on Cultural Studies as well as areas of interest in the use of grammar and vocabulary. The course is also recommended for *nicht vertieft* students. Prerequisite for this course is successful completion of GLC IV / GLC C.

Please note: **GLC V** wird noch **bis einschl. WS 2012/13 regulär** angeboten, und bei Bedarf **letztmalig** im WS 2013/14.

35 948 Academic Writing LA (neue LPO)
2 st., Di 10-12, PT 1.0.2
ENGYM – M31.2(3)

Kohen

This is a required course for all *Lehramt Gymnasium* students who began their studies in WS 08/09 or later. It is intended to provide in-depth treatment of advanced cultural studies topics in combination with practice writing various task types which occur on the Text Production exam. Requirements for the course include the completion of a portfolio of assigned tasks, participation in course discussions and an oral presentation.

35 949 Text Production V, nicht vertieft
2 st., Di 8-10, ZH 5

Kohen

Text Production VI, vertieft, 2 st.

35 950 Di 8-10, PT 2.0.4
35 951 Mi 18-20, ZH 4

Dunphy
McIntosh-Schneider

These courses seek to prepare students for the Staatsexamen written practical language paper. Various task types will be written and discussed using past exam papers. During the semester, students will have 6-7 of their papers marked by the teacher. However, only students who attend the course regularly will be eligible to receive feedback. Please note that the number of places in the courses are limited (you must register!). If the number of applicants exceeds the number of places available, students who are registered for the next state exam will be given preference. Please note that this course may not be taken

more than twice, so those who drop out of the course in the third week of the semester or later will only be eligible to take the course one more time.

35 952 Integrated Language Skills VI

4 st., Mo 12-14, ZH 1; Do 12-14, PT 2.0.3A

Wasmeier

This 4-hour-course is intended to help both (v) and (n.v.) students who have completed GLC V or other suitable work at Level V to prepare for the Staatsexamen written paper. The course will include exercises in text analysis, summary writing, translation into English, essay writing and interpretation of visual materials. It will have a strong Cultural Studies component, which will allow students to both assess and discuss aspects of life in Britain and America.

Sprachmittlung Examensrepetitorium (ED-Übersetzung)

35 954 Mo 14-16, H21

Kautzsch

35 955 Di 14-16, PT 1.0.2

Kautzsch

Fachdidaktik

Fachdidaktik (LA Grund-, Haupt- und Realschule)

Einführungskurse

Einführung in die Didaktik der englischen Sprache und Literatur, 3 st.

ENFDNV-M11.1 (3), ENFDNV-M12.1 (3), ENFDNV-M13.1 (3)

35 960 Mo 08:15-10:30, ZH 5

Aßbeck

35 961 Di 08:15-10:30, PT 3.0.76

Aßbeck

Der Einführungskurs bietet einen gerafften Überblick über die wichtigsten Bezugswissenschaften (z.B. Linguistik, Gedächtnispsychologie, Motivationspsychologie etc.) und ihren jeweiligen Beitrag zu einer Fremdsprachenlern/lehrtheorie sowie über die wesentlichen Teilgebiete und Problembereiche der Fremdsprachendidaktik.

Es werden u.a. angesprochen:

- Lehrwerke und Lehrpläne
- Spracherwerbstheorien
- Unterrichtsanalyse und Unterrichtsplanung
- methodische Ansätze in Vergangenheit und Gegenwart
- Verfahrensweisen und Unterrichtstechniken in den einzelnen Fertigkeitsbereichen
- Formen der Evaluation und Lernzielkontrolle
- interkulturelles Lernen
- Literaturdidaktik und Lektürebehandlung

Leistungsnachweis: schriftliche Hausaufgabe, Abschlussklausur. Der erfolgreiche Besuch des Einführungskurses ist Voraussetzung für die Teilnahme an einem fachdidaktischen Seminar sowie für die Ableistung des studienbegleitenden fachdidaktischen Praktikums.

Proseminare (Didaktikfach Englisch)

35 962 Teaching English in the Primary Classroom

2 st., Do 16:30-18, Regensburg International School, Pentling-Großberg; Kalinowski

ENFDNV-M12.2 (3)

This course builds on the introduction to TEFL ("Einführung in die Didaktik der englischen Sprache und Literatur") and is to offer a combination of theoretical knowledge and classroom practice to those students who have opted for "Englisch als Didaktikfach der Grundschule"). The course is meant to develop both language competence and the teaching skills and will therefore focus on classroom language, language learning games, playful communicative activities, storytelling, intercultural learning, using CLIL in the primary classroom and many other aspects of teaching English to very young learners. As classroom observation tasks and teaching activities will play an important role in this course, course sessions will take place in the school building (see above!). — Course requirements: term paper, active participation in all activities.

Proseminare (praktikumsbegleitend)

35 964 TEFL: Theory and Practice (LA Grundschule)

2 st., Di 14:30-16, PT 4.0.20

Koch

ENFDNV-M11.2 (3), ENFDNV-M12.2 (3)

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum“ this coming semester. Students should be aware that teaching English to very young learners requires a specific methodology which is mainly based on authentic materials, playful activities and a lot of L2 input. We will first of all analyze and discuss the methodological principals and then apply them to the planning of lessons, tasks and adequate forms of evaluation. Practical work and theoretical reflection will go hand in hand. In particular we will deal with: rhymes and songs, games and activities, storytelling/picture books, cultural events, coursebooks and other materials. — Students wanting to attend this course must have passed the "Einführungskurs". Assessment will be based on active in-class participation and on a written term paper.

35 965 TEFL: Theory and Practice (LA Hauptschule)

2 st., Do 08:30-10, PT 4.0.20

Aßbeck

ENFDNV-M11.2 (3), ENFDNV-M13.2 (3)

35 966 TEFL: Theory and Practice (LA Realschule)

2 st., Do 10-12, PT 4.0.20

Aßbeck

ENFDNV-M11.2 (3)

This course is obligatory for all those students who will be doing their „fachdidaktisches Begleitpraktikum“ this coming semester. It may also be attended by students who have already done their "fachdidaktisches Begleitpraktikum" in combination with the second subject and need a second "Proseminarschein". In this course we will primarily analyze video recordings of English lessons and discuss crucial sections of them, e.g.

- how to present and practise vocabulary/grammar etc.
- how to teach listening and reading strategies
- how to engage pupils in classroom conversation
- how to use games in language teaching
- what to do about errors
- how to individualize language learning etc.

Although this is basically a practice-oriented course all practical questions will be dealt with on the theoretical basis of language-acquisition research and related fields. All participants are expected to take a very active part in the discussions and in practical activities. Participants must have passed the "Einführungskurs". Assessment will be based on active in-class participation and on a written term paper.

Proseminare Interkulturelles Lernen

35 967 Formen selbstgesteuerten Sprachenlernens innerhalb und außerhalb des Klassenzimmers

2 st., Di 10:30-12, PT 3.0.76

Aßbeck

ENFDNV-M11.3 (4), ENFDNV-M12.w (4), ENFDNV-M13.w (4)

Autonomes Lernen ist en vogue, der selbstständige, „emanzipierte“ Lerner Ziel eines modernen Unterrichts und Wunschvorstellung der Lehrenden. Aber selbstständiges Lernen muß langsam entwickelt, der Schüler mit den notwendigen Strategien und Einstellungen ausgestattet und das Klassenzimmer entsprechend gestaltet werden. Wir werden uns daher nicht nur mit den theoretischen Grundlagen des selbstständigen Sprachenlernens vertraut machen, sondern auch immer wieder das Potential offener Lernarrangements analysieren. Dabei müssen auch die Konsequenzen für eine neue Testpraxis reflektiert werden. Auch der (implizite) Spracherwerb außerhalb der Schule sowie das leidige Problemfeld der Hausaufgaben sollen diskutiert werden. Wir werden dabei stets die Kenntnis der theoretischen Grundlagen in unterrichtspraktische Überlegungen einmünden lassen und Aspekte der Praxis in wissenschaftlichen Kategorien analysieren. — Leistungsnachweis: Thesenpapier, Seminararbeit, aktive Mitarbeit. Eine Themenliste hängt zur ersten Orientierung gegen Ende des Sommersemesters aus. Die Einschreibung für ein Thema und die Abholung der Seminarunterlagen hat nach der Anmeldung über rks in den Feriensprechstunden beim Seminarleiter persönlich zu erfolgen.

35 968 Fertigkeiten unterrichten und überprüfen

2 st., Do 14:30-16, PT 4.0.20

Fritze

ENFDNV-M11.3 (4), ENFDNV-M12.w (4), ENFDNV-M13.w (4)

Das Seminar beschäftigt sich mit Fragen der Unterrichtsplanung und -gestaltung im Hinblick auf die Schulung und Überprüfung der „four skills“. Hierbei wird auch auf Fragen des Einsatzes unterschiedlichster Medien und Materialien eingegangen.

Unter anderem sollen folgende Aspekte eingehend betrachtet werden:

- Wie ist eine abwechslungsreiche, attraktive Gestaltung des Englischunterrichts möglich ohne Tests völlig aus den Augen zu verlieren aber auch ohne ihnen zu viel Gewicht („teaching to the test“) bei zu messen?
- Welche Funktionen können sowohl klassische als auch moderne Medien hier nehmen?
- Wie verändern Referenzrahmen, Bildungsstandards etc. die „Lehrlandschaft“?
- Welche grundlegenden Gedanken sollten in einer Testaufgabe verwirklicht werden?

Leistungsnachweis: Präsentation, Seminararbeit, aktive Mitarbeit.

Examenskolloquium

35 969 Zentrale Aspekte und Fragestellungen des Englischunterrichts (Examensvorbereitung)

2 st., Mo 10:30-12, ZH 5

Aßbeck

ENFDNV-M11.4 (2)

Dieser Kurs ist als Vorbereitung auf die Fachdidaktikklausur im Staatsexamen (GS, HS, RS) sowie als Repetitorium gedacht und soll auch das nötige Grundlagenwissen für die mündliche Examensprüfung zur Verfügung stellen. Anhand von Prüfungsaufgaben der letzten Jahre werden wir die wichtigsten fachdidaktischen Fragestellungen diskutieren und nach einer gründlichen Analyse der Themenstellung „Musterlösungen“ zu skizzieren versuchen. Neben dem Erwerb eines Überblickswissens steht auch die kritische Reflexion der eigenen praktischen Erfahrung vor dem Hintergrund der fachdidaktischen Literatur im Mittelpunkt, da Examensthemen meist Theorie- und Praxiswissen voraussetzen. Jeder Teilnehmer sollte im Interesse einer fruchtbaren Diskussion bereit sein, die zu jedem Thema vorgeschlagenen Publikationen (siehe Aushang des Semesterprogramms ca. 2 Wochen vor Semesterbe-

ginn!) vor der jeweiligen Sitzung zu lesen. — Leistungsnachweis: Ausarbeitung eines Klausurthemas.

Praktikum

- | | | |
|--------|---|--------|
| 35 970 | Durchführung und Analyse von Unterricht (in Ausbildungsklassen)
4 st., vor Ort in den Praktikumsschulen | Aßbeck |
| 35 971 | Planung und Analyse von Englischunterricht (Begleitveranstaltung zum studienbegleitenden fachdidaktischen Praktikum)
2 st., nach Vereinbarung, PT 3.2.46 | Aßbeck |
| 35 972 | Vorbesprechung für das pädagogisch-didaktische Blockpraktikum
30.9.2011, 8.30-10, PT 3.2.46 | Aßbeck |

Fachdidaktik (LA Gymnasium)

Einführungskurse

Introduction to Teaching English as a Foreign Language, 2 st.

ENFDGYM-M11.1 (3)

- | | | |
|--------|-------------------|-----------|
| 35 975 | Mi 10-12, W 116 | Karg |
| 35 976 | Do 14-16, H12 | Karg |
| 35 977 | Do 16-18, ZH 6 | Karg |
| 35 978 | Mi 18-20, VG_2.38 | Thomiczny |

As this course will be participants' first encounter with a teaching perspective on the EFL classroom, the aspects chosen for exploration will be taken from a wide range of different elements of teaching. Cultural studies and literature in English will be given appropriate attention and so will the development of language skills and the role and techniques of testing. Theoretical frameworks and curricular guidelines will be duly referred to on occasion of practical teaching experiments, which participants are expected to plan and put to the test in class simulations. This course feature is intended to overcome the theory-practice divide that is said to pervade academic training. Participants will have the opportunity of practising micro-teaching and of trying out the theoretical concepts and methodological resources made available in class. Most relevant information will be accessible on the K-drive before or immediately after each session, which gives participants the opportunity of getting a comprehensive overview of the areas relevant to TEFL. At the end of term a one-hour examination will have to be sat to examine participants' progress during term. — Recommended reading:

Haß, Frank (Hrsg.), *Fachdidaktik Englisch*. Stuttgart: Klett, 2006.

Müller-Hartmann, Andreas & Marita Schocker von Ditfurth. *Introduction to English Language Teaching*. Stuttgart: Klett, 2004.

Seminar Kulturdidaktik

Teaching British and North American Culture, 2 st.

ENFDGYM-M11.2 (3)

- | | | |
|--------|--------------------|--------------|
| 35 979 | Fr 8-10, H12 | Garcia |
| 35 980 | Do 18-20, PT 1.0.2 | Moreth-Hebel |
| 35 981 | Mo 18-20, W 116 | Moreth-Hebel |

The seminar is obligatory for students following the curriculum of the new LPO of 2008. We will examine and develop teaching units on selected aspects of British and American

culture in the broadest sense, including political and social institutions and developments, habits and rituals, history and ethnic diversity, religion and education. Topics and issues to be discussed will comprise, e.g., migration in the English-speaking world, American suburbia, literature and cultural studies (focus on short plays), cultural studies and/in film, South Africa, the U.S. in the 1930s, the use of visuals in the teaching of cultural topics. We will also analyze cultural studies materials (e.g. *Viewfinder-Themenhefte*; *Discover: Topics for Advanced Learners*) and textbooks (e.g. *New Context*; *Green Line Oberstufe Klasse 11/12*; *The New Summit*). Internet sources (e.g. American Memory Collection) will be explored for the purpose of classroom teaching. Students will also be made familiar with the new organizational framework of TEFL in the final years of secondary school ("neue Oberstufe," W- und P-Seminare, Seminararbeit), which requires a clear focus on the cultural context of language use and of intercultural communication. Occasional contacts with schools will inform the teaching methods and materials that will be developed and discussed in the course, and selected school students' work will be used for close analysis. As basic knowledge about teaching a foreign language is a necessary prerequisite for adequate participation, a *Schein* or FlexNow documentation of the successful completion of an introductory course will have to be presented in the first sessions. A course plan will be presented during the first meeting. — Requirements: regular attendance, in-class presentation, paper (teaching unit).

Seminar (praktikumsbegleitend)

35 983 Theorie und Praxis des Englischunterrichts (in Verbind. m. studienbegl. Praktikum)
 2 st., Fr 14-16, PT 2.0.3A J. Regnat
 ENFDGYM-M11.w (3)

"It's simple details that can make a teacher's life hard, and it's complex and abstract concepts that can make it easy". This could be an appropriate motto for our seminar, as it hopes to help participants gain a more accurate and deeper understanding of theoretical concepts they already know from the *Einführungskurs*. At your *Praktikumsschule* you will have to work out and give three assessed lessons yourselves and you will also have the chance to observe, analyze and reflect both your own and further lessons in a team. Additionally, the seminar will provide a closer and extensive look at underlying concepts and relevant terminology. As we will regularly try to depart from your own, fresh experiences, there is quite a lot you can contribute to make this course a success. The seminar will hopefully not only enable you to see how theory translates into syllabus and the reality of the classroom within the framework of the curriculum, but also to realize how decisive the role is you are going to play in this context as a teacher. What this seminar plus in-service training can probably not give you is full insight into what it means to manage the workload of a full-time teacher, but you might well get an overall impression of what's ahead. — Requirements: regular attendance, active participation and working out a commented lesson plan (10-15 pages) for one of the lessons you have given. Additionally, you will work out and conduct a learning circle together with your fellow students at your *Praktikumsschule*, which will later be made available to all participants. — Prerequisite: successful completion of the introduction.

Oberkurse (Sprach- und Literaturdidaktik)

Teaching Language and Culture through Literary genres in EFL
 ENFDGYM-M11.3 (4)

35 984 2 st., Di 8-10, ZH 6
 35 985 2 st., Di 10-12, ZH 6

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This course presupposes that participants are informed about general teaching targets and a variety of teaching methods (pass of introductory course to be shown in second session). It aims to explore ways of dealing with various genres of literature in the English classroom and requires a sound knowledge of literary genres, methods of analysis and experience in contextualising literary pieces in their cultural and literary backgrounds. At the same time coursework will focus on teaching intercultural competence by means of literary material inclusive of modern media products of fictional or poetic nature. Participants will have to actively apply teaching practices to literary examples of their own choice and act out fragments of lessons (micro-teaching), which will then be critically assessed in class. An essay on the theoretical framework of literary and cultural interpretation, the intercultural communicative targets, and the teaching experience gained in one of the sessions will have to be submitted for successful completion of the course. — Recommended reading: Ansgar Nünning & Carola Surkamp, *Literatur unterrichten. Grundlagen und Konzepte*. Seelze-Velber: Kallmeyer / Klett, 2006; Volkmann, Laurenz. *Fachdidaktik Englisch: Kultur und Sprache*. Tübingen: Narr, 2010.

35 986 Comprehension in the EFL Classroom
 2 st., Mi 8-10, ZH 6
 ENFDGYM-M11.3 (4)

Karg

This course is for students with some basic knowledge about teaching targets and methods (pass of introductory course to be proved in second session). The focus will be on ways of teaching foreign-language learners how to successfully understand written or oral texts in English. For this purpose course participants will need good text-analytical skills in order to be able to develop appropriate reading and listening tasks and to adequately assess learners' achievements. A wide range of text structures including argumentative patterns and literary genres will be examined for use in classroom teaching. Proposals from educational theory and from schoolbooks currently in use at Bavarian schools will be critically discussed and ways of including authentic text material will be explored. The practical issues will in all cases be related to socio-psychological theories of cognition and comprehension in order to find ways to overcome pupils' learning problems and find effective means of supporting their receptive language skills. Requirements for *Schein* or *FlexNow* entry: presentation incl. micro-teaching and term paper. — Recommended reading: Alderson, Charles J. *Assessing Reading*. Cambridge: Cambridge UP, 2000; Dieter Wolff, "Hören und Lesen als Interaktion: zur Prozesshaftigkeit der Sprachverarbeitung", *FUE* 64/65 Jahrg.37 (2003) S. 11-16.

Übungen

35 989 Übung zum Oberkurs Teaching Language and Culture
 1 st., Di 13-14, R 009

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35 990 Übung zum Oberkurs Comprehension in the EFL Classroom
 1 st., Do 11-12, VG_1.37

Karg

Dieses zusätzliche Angebot gibt Hilfestellung bei der Vorbereitung der Referate mit Lehrversuch im Oberkurs und dient auch der Klärung von Anforderungen an die verpflichtenden Seminararbeiten. Es soll in Kleingruppen gearbeitet werden, damit eine intensive und differenzierte Betreuung gewährleistet ist. Eine zentrale Anmeldung ist nicht erforderlich, die Teilnahmebedingungen und -modalitäten werden in der ersten Sitzung des jeweiligen Oberkurses besprochen.

c. Für Interessierte

RUPs, too

The RUPs have been a part of the University of Regensburg for over 40 years now, and they are still going strong. The main goals of the acting troupe are to provide quality entertainment in English and a medium for interested students to improve their own proficiency in the language. Any students who are interested in joining the group, whether as backstage crew or on stage, are welcome to join us. Auditions for roles are held at the beginning of every semester, but acting experience is not necessary. Not every person can act every semester, but we always have a place for people who are interested in team work and enjoy a nice group atmosphere. For more information please contact Jamie Kohen in her office hours, Di 13-14 und Mi 11-12 in PT 3.2.50, or by email: jamie.kohen@sprachlit.uni-regensburg.de, or check out the RUPs, too website at www.rups.info.

Öffnungszeiten des MultiMediaZentrums, Universitätsbibliothek

Mo.–Do.: 9.00–12.00 und 13.30–15.30 (Mi. bis 17.00)

Das MultiMediaZentrum besitzt hunderte britischer und amerikanischer Filme und Dokumentationen auf Video und DVD, die von Studierenden entliehen werden können. Eine Hörbuchsammlung kommt gerade dazu. Kataloge sind über die Homepage der Universitätsbibliothek verfügbar. Bitte machen Sie davon Gebrauch: Use it or lose it!

Rivendell

This is an English-language e-mail forum for students, a great opportunity to practice your English and have some fun. (URL: <http://www.dunphy.de/rivendell.htm>, or via the Homepage of the Department (URL: see page 3!) >> "Links and Resources").

Exkursion nach Irland (Vorankündigung)

Wegen der begrenzten Teilnehmerzahl (14) werden InteressentInnen gebeten, sich baldmöglichst mit Herrn Dr. Lenz (PT 3.2.44) in Verbindung zu setzen. Termin u. Beschreibung: siehe Rubrik „Anglistik: Cultural Studies Advanced“.

